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ABSTRACT

This study was undertaken in order to learn more about the background factors and characteristics of youth that appear to be associated with enrollment, involvement, and attrition from 4-H. In addition, the study sought to determine the manner in which community setting influences awareness of 4-H, enrollment and involvement in, and attrition from 4-H. The 889 young people who filled out the questionnaires were either current 4-H members, former 4-H members or nonmembers of 4-H from three Pennsylvania counties. The major portion of each group of youth perceived 4-H in a positive light. The majority of former 4-H members feel that they did not leave 4-H, but rather 4-H left them. While there was little in the way of negative perceptions of 4-H, those expressed centered around the emphasis on competition and recordkeeping. Youth from large urban areas and those from more isolated rural areas receive least in the way of 4-H programing opportunities. Some of the findings indicated problems in the areas of assistance with personal problem resolutions and concerns relating to educational, vocational, social, and psychological futures. (Also included are sample questionnaires.) (Author/BP)

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Study of 4-H Youth and 4-H Programming

The Pennsylvania State University, Cooperative Extension Service, University Park, Pennsylvania

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STUDY OF 4-H YOUTH AND 4-H PROGRAMMING

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ABSTRACT

This study was undertaken in order to learn more about the background factors and characteristics of youth that appear to be associated with enrollment, involvement, and attrition from 4-H. In addition, the study sought to determine the manner in which community setting influences awareness of 4-H, enrollment and involvement in and attrition from 4-H. Eight hundred and eighty-nine young people who were either current 4-H members, former 4-H members or never members of 4-H filled out pencil and paper questionnaires. The sample was drawn from three counties in Pennsylvania. The major portion of each group of youth perceive of 4-H in a positive light. The majority of former 4-H members feel that they did not leave 4-H but rather 4-H left them, i.e., they outgrew 4-H. In general this was viewed as a natural occurrence; 4-H is perceived by many youth as being for pre-adolescents and children. While there was little in the way of negative perceptions of 4-H, those expressed centered around the emphasis on competition and record keeping. Youth from large urban areas and those from more isolated rural areas receive least in the way of 4-H programming opportunities. While those youth who remain in 4-H receive much of what they seek, still the study notes two areas of critical importance to youth which do not seem to be dealt with by 4-H. These are assistance with personal problem resolution and concerns relating to educational, vocational, social and psychological futures.

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PREFACE AND ACKNOWLEDGMENTS

The informal education program of 4-H has contributed much to youth in the United States since the program's inception. The philosophy of 4-H, with its emphasis on learning by doing in real situations, providing opportunities for youth leadership and improving the quality of life, has been and continues to be an integral part of growing into adulthood for many youth. More recently, 4-H has had considerable impact on inner city youth through the Nutrition Program. 4-H continues to broaden the scope of its membership from the original rural base to include suburban and urban youth.

4-H programming includes youth through age nineteen; however, the major portion of participants at any time is below age thirteen. While membership attrition is common to all youth organizations, it is a major concern to 4-H personnel.

Youth who drop out of 4-H as they enter adolescence do so at a time when they are beginning to be confronted by serious questions with regard to the present and the future. Hence, 4-H programming in youth development is largely lost to those who frequently would benefit most from a continued 4-H experience.

The study was intended to determine the needs of youth as they perceive them; the extent to which 4-H is perceived by them to be meeting these needs, and the kinds of program content and involvement youth see as needed in 4-H.

The study was conducted as a joint effort on the part of the Cooperative Extension Service, State 4-H Office in the College of Agriculture at The Pennsylvania State University and the Center for Youth Studies and Social Policy in the College of Human Development, also at The Pennsylvania State University, University Park, Pennsylvania.

We acknowledge first the many youth who took time from their schedules to provide us with our data. We are also grateful to the administrators and teachers of the various schools for their help in the selection and arranging of our sample. The schools cooperating were:

Hamburg Area School District Kutztown Area Senior High School	Berks County
Chichester Senior High School Hilltop Elementary School Chester High School Immaculate Heart of Mary School	Delaware County
West Perry Senior High School West Perry Junior High School in New Bloomfield Newport Jr./Sr. High School Greenwood High School West Perry Junior High School in Blain	Perry County

In addition, several 4-H Clubs in Delaware and Westmoreland Counties provided respondents for the study.

We wish to acknowledge and thank our colleagues, Charles Suloff, C. R. Bryan, Jr., Robert Michener and JoAnn James for their cooperation, insight, and assistance in the questionnaire design and arranging for the data collection aspects of the project.

Our gratitude to Dr. John W. Banning, Program Leader, Extension Service, USDA for his support and encouragement throughout this study.

Finally, we wish to acknowledge the assistance and cooperation provided by Karen Herhold, Lois Bendix, Eldridge Gibson, Martin Ford, Karen Pearson, Denise Crawford and Alvira Michelson.

March 1, 1974
Co-Director, David Gottlieb
Co-Director, Robert B. Lewis
Project Coordinator, Anne L. Heinsohn

INTRODUCTION

The research reported on here seeks to provide answers to the following questions:

A. What are the background factors and characteristics which appear to be associated with enrollment, involvement, and attrition from 4-H among older adolescents?

B. In what ways does the community setting influence awareness of 4-H; enrollment in 4-H; involvement with 4-H; and attrition from 4-H among older adolescents?

C. What is the perception of 4-H and how does this perception vary among youth of different sex, social, and economic backgrounds?

D. What factors seem most salient in predicting who will enter, who will remain, and who will drop out of 4-H?

E. What changes in organization, policy, programs, and procedures should 4-H undertake given a goal of maximizing involvement of older youth in 4-H?

The report presented here is based upon personal interviews and data collected through the use of a paper and pencil questionnaire.

In addition to interviews with young people data were also obtained through discussions with select county agents and 4-H program personnel.

CHAPTER I: METHODOLOGY

The selection of the youth sample included in this research was guided by our intent to better understand why different kinds of young people either respond or do not respond to 4-H involvement. For this reason we selected three different kinds of community settings from which to draw our sample.

I. Perry County, Pennsylvania, a fairly isolated rural area in Central Pennsylvania.

II. Berks County, Pennsylvania, an area that includes rural, small town, and suburban communities.

III. Delaware County, Pennsylvania, an area that includes urban and highly industrialized suburban communities.

Such a stratification system in sampling enabled us to study young people of different residential settings as well as studying young people of varying socio-economic and racial backgrounds.

Having identified the community settings from which we would draw our sample, we then selected three different groups of young people from each county area.

Group I. Current members of 4-H. Youth who were active members of 4-H at the time the study was conducted.

Group II. Former members of 4-H. Youth who at the time of the research were no longer active members of 4-H and had not been active members for at least one year.

Group III. Never in 4-H. Youth who at the time of this research had never been enrolled in 4-H.

This sampling procedure allows for the making of comparisons between youth of different 4-H membership status from different communities as well

as for the making of comparisons between youth of different 4-H membership status in the same community.

Our initial plan called for a sample total of nine hundred (900) respondents; three hundred (300) from each county--equally divided between current members, former members, and those never in 4-H. Table I shows the distribution of respondents by county and membership status.

TABLE I-1

County and Membership Status
Membership Status

County	Current	Former	Never	N
Perry	92	174	97	363
Berks	76	22	142	240
Delaware	90	84	112	286
Total	258	280	351	889

As Table I indicates we were able to come very close to our total sample goal of 900. At the same time as Table I also indicates the total distribution of respondents is not equally distributed among communities and membership statuses. Failure to achieve our initial sample goals is explained by the following two factors:

First, our goal was to study the attitudes, perceptions, and experiences of adolescents. As will be explained in greater detail in the next chapter--the majority of current 4-H members in our sample are less than fifteen years of age. Similarly, former members tend to be younger as a group. Because we were not restricted to membership defined boundaries the never in 4-H group comes closest to representing older youth (15-18 years).

Membership status is then very much related to age.

Secondly, the ability to attain our sample goals was very much influenced by external factors over which we had little control. The various samples were compiled from lists drawn up by the local Extension staff members. Some lists were more accurate than others. The Extension staff member then had to make contact with local school administrators in order to obtain permission for the conducting of this research during school hours. School officials in turn not only attempted to contact students who were included on the current and former 4-H sample lists but also identified the sample of never in 4-H respondents. In some instances students who were selected for the research were absent from school on the day the questionnaire was distributed. In other instances individuals who were identified as 4-H members reported that they were no longer in 4-H while some identified as former members reported they were currently 4-H members. The fact that membership criteria may vary from one county to the next and that the accuracy of membership records may vary did of course influence the sample outcome.

Yet another difficulty arose in our attempt to include older Black youth who had been or were currently enrolled in 4-H within the studied counties. This time the age variable was confounded with the fact that relatively few Black youth have been enrolled in 4-H. In order to offset this problem and to supplement our sample of older Black youth with 4-H experience we collected data from twenty nine (29) Black adolescents. This latter group came from several small rural communities near Pittsburgh and are or were 4-H'ers.

Obviously, we cannot say with any degree of certainty that our sample is reflective of all 4-H members, all former 4-H members; and youth never

in 4-H in the United States much less Pennsylvania. At the same time based upon a review of other studies conducted with 4-H members and from the observations of individuals who have worked with 4-H in other places we do feel that our sample population is not unique. Rather we would propose that in many ways the characteristics, experiences, and perceptions of our sample are very much like those of similar age groups throughout the country.

As indicated earlier the final research instrument utilized was a paper and pencil questionnaire. Since we sought, in some instances, different kinds of information from the three membership status groups, we developed and utilized three different questionnaire formats. Questions included in the final instruments were in part based upon information obtained through personal interviews with youth from the three sample counties. Copies of the survey instrument are included in the Appendix Section of this report.

CHAPTER II: WHO ARE THE RESPONDENTS

Our purpose in this chapter is to provide the reader with a more detailed picture of those youth who participated in this study. Specifically we present data which deals with differences and similarities between current 4-H members, former members, and those never enrolled in 4-H.

Two types of data will be provided: Information dealing with certain background characteristics; and data dealing with attitudes, aspirations, and expectations.

Table II-1 shows the relationship between age of the respondent and membership status.

TABLE II-1

Age and Membership Status
Per Cent Fifteen (15) years or older

Membership Status	%	N
4-H Members	24.	285
Former 4-H	46	283
Never in 4-H	58	351

Table II-1 shows that the 4-H group is significantly younger than respondents in the remaining two membership groups. As noted earlier we sought to control for age--obtaining a sample of youth ages 15-18, for each of the three groups. We were not able to achieve this goal since the majority of 4-H members in our three counties were less than fifteen years of age--almost half (45%) were in fact thirteen years of age or younger.

The oldest group are the "Nevers" with formers falling in the middle. Clearly then age is very much associated with membership status. Youth enter the 4-H program at a fairly young age and many leave the program

prior to entrance into secondary school.

The 4-H group is not only comparatively young but it also tends to be heavily female. As Table II-2 shows the sex ratio for current members is almost three females to one male.

TABLE II-2

Sex and Membership Status
Per Cent Female

Membership Status	%	N
4-H Members	74	285
Former 4-H	68	283
Never in 4-H	45	301

The most even distribution is found in the never group. The reader should keep in mind that our initial sampling intent was to obtain a respondent group equally divided between males and females. Again, however, as in the case of age, we were not able to achieve this goal since there were far fewer male 4-H members than females. Obviously the sex distribution found among current members would be reflected in the sex distribution of former members.

Since age is very much related to grade in school we would expect and do indeed find that current 4-H members are under represented among the high school grades.

While almost two-thirds (65%) of both former 4-H members and those never in 4-H were enrolled in secondary schools (10th, 11th, and 12th grades) such was the case with only twenty-nine per cent (29%) of the current members. Again, it is important to point out that despite our specific

intent to study youth in high school the lack of current 4-H members at this grade level led tc the selection of respondents at both the elementary and junior high school level. The grade distribution presented above is further evidence that it is in fact during the transition period between junior high school and high school that 4-H loses a significant proportion of its membership. The reasons which account for this dramatic attrition during this transition period will be noted in other sections of our report.

The data dealing with the race of the respondents suggests the following:

A. that the majority of current and former members are white.

B. that the relationship between proportion of non-whites in 4-H and the proportion of Blacks in a county is far from perfect. In other words non-whites tend to be under represented in former and current members no matter the proportion of non-white youth in a particular county.

C. that where non-whites are enrolled in 4-H they have been recruited for either special "nutrition" programs or in elementary school level,limited involvement programs.

The available data, would suggest that the under representation of non-whites is not due to a rejection of 4-H on the part of non-whites. Rather, as will be noted in greater detail throughout this report, the failure to recruit non-white youth results from a failure to provide these youth with an opportunity to share in available 4-H programs. It is fair to say then that current 4-H practices do not attract older youth in general and non-white youth more particularly.

Other data dealing with the relationship between background factors and membership status shows the following:

A. Current members are twice as likely as those never in 4-H to report their fathers occupation as "farmer". (15% to 7%).

B. While differences are not great former members are most likely of all respondents to have fathers employed in "professional" occupations.

C. The never in 4-H group are most likely to have fathers in either unskilled or Blue collar occupations.

Data dealing with the relationships between place of residence and membership status indicate the following:

A. the proportion of youth available in a particular county does not appear to be related to membership in 4-H. In fact the exact opposite seems to be the case with membership highest where youth population density is lowest. Membership is highest in rural and open country areas and lowest in major metropolitan areas.

B. the two groups of youth least likely to be involved in 4-H are those who reside in small towns (populations 200 to 500) and those in urban areas with populations in excess of 100,000 people.

Other background data indicates that those least likely to become involved with 4-H are from lower income families; families where there has been parental divorce or separation; families where the mother is employed.

While few differences are found in the high schools plans of respondents--more than ninety per cent (90%) in each group expect to complete high school--there are significant differences in high school program orientations. Although the 4-H members are younger and many have not yet entered high school they are more likely to indicate a college preparatory curriculum

orientation than are respondents from the other two membership status groups. The major difference is found between current 4-H members and those never in 4-H (56% of those currently in 4-H and 34% of those never in 4-H). It follows then that 4-H members would be highest in expressing the expectation of college attendance. Seventy per cent (70%) of current members; forty nine per cent (49%) of former members; and thirty eight per cent (38%) of those never in 4-H state a college going intent. Clearly current 4-H members express the greater educational mobility. At the same time it is important to point out that a large number of current members have yet to enter high school and hence this group is vulnerable to change its future educational plans.

Table II-3 deals with membership status and future preferred occupation.

Table II-3 illustrates a number of interesting findings. First, although the current 4-H members are significantly younger than the other respondent groups they do not indicate less uncertainty than the older respondents in matters of future occupational preferences. There are in fact no real differences between the three groups with regard to certainty about job futures.

Secondly, even though the 4-H group sample contains many more females than the never group (74% for 4-H and 45% for the never group) the differences in the proportion selecting "housewife" are quite minimal.

Thirdly, the 4-H group shows the highest occupational aspirations with almost half (48%) indicating a professional career preference--the never group which does represent the largest group from lower socio-economic levels are highest in selection of blue-collar occupations.

Finally, it is interesting to note that while almost a fourth of the 4-H members reside on farms and fifteen per cent (15%) have fathers who are farmers only six per cent (6%) express an occupational preference for farming.

TABLE II-3

Membership Status and Occupational Preference

Membership Status	Occupation--Per Cent										
	Professional	Housewife	Store Manager	Sales Person	Clerical	Blue Collar	Farmer	Unskilled	Don't Know		N
4-H	43	6	1	3	11	6	6	1	16	(100)	280
Former	39	4	2	2	18	16	1	1	17	(100)	281
Never	31	3	2	2	15	29	2	4	16	(100)	346

The data presented in Table II-3 enables us to add some additional dimensions to our profile of the 4-H member. 4-H members despite their age do seem fairly certain about their career futures. They are strongly oriented toward college and highly upwardly mobile in future career preferences. Few differences are found between male and female members of 4-H in matters of career certainty and career preferences. Finally, 4-H members reflect what has become a national trend -- a shift away from farming toward higher status professional occupations.

The movement away from farming noted above does not necessarily represent a desire to move away from farm and rural settings. On the contrary more than a fourth (26%) of the 4-H members selected "farm" as their preferred future place of residence. "Farm" was selected by thirteen per cent (13%) of the former 4-H members and seven per cent (7%) of the never group. There is then a positive correlation between current place of residence and future preferred residence -- but this correlation is limited to those who grew up on farms.

A similar correlation is not found when we look at the future residential preferences of those who grew up in large cities. The group least likely to select "cities" for their future place of residence are those who are currently living in cities. Cities are the residential setting least frequently selected by all respondents (10% for 4-H members; 9% for former 4-H members; and 8% for the never group). The most frequently cited locale for all respondents is "open country" (27% for 4-H; 32% for former 4-H; and 42% for the never group).

Based on these data then the trend is an increased exodus from large cities to farm land and open country. Small towns and suburbs of large

cities tend also to be rejected by most respondents as future "hometowns".

Each respondent was asked the following question: "Do you do any part time work for pay?" Respondents were informed that "work for pay" does not include household chores for which the respondent receives payment or allowance. Because of this limitation a number of 4-H members who live on farms are not included in the working for pay group. Keeping this point in mind we do find that current 4-H members are less likely than others to report that they do work for pay. Two other reasons for the lower rate of working among 4-H members should also be noted. For one thing they are quite young hence opportunities for salaried work would be limited. Secondly, job opportunities for females are less available than would be the case for young males.

Almost two thirds (62%) of the 4-H members report that they either do not work at all or they work "once in a while". Half of the former members fall into the same category. Forty four per cent of the never in 4-H group say they do not work or that they work once in a while.

The Never group is highest on working for pay with the majority who are employed working less than fifteen hours per week. The much higher rate of regular paid employment for the Never group can be accounted for by the fact that this is the oldest group; this is the group with the fewest females; this is the group with the greatest access to outside employment opportunities, because they are older and male there would no doubt be the greater pressure for paid employment; and this is the group with the highest proportion of respondents from lower income families.

The two most critical variables influencing outside regular employment

are age and sex. Again females and younger youth face the greater barriers in obtaining regular salaried employment. Working or not working however will effect the amount of time an individual is able to invest in other activities. Clearly those young people who do not have work responsibilities are the more likely candidates for membership in both in school and out-of-school activities. It is not surprising then that we find that 4-H members are the group least likely to hold regular employment. The greater free time of the 4-H group also helps explain why this group more so than others is highest in participation in organized extra-curricular and membership in other non-school based clubs.

We can conclude then that an important partial explanation for the inability of 4-H to attract and retain older male youth is the result of older male youth involvement in the job market.

The need or desire to work would also help explain why older female youth might not be responsive to 4-H involvement.

Finally, the relative absence of either sex group in 4-H activities no doubt influences the behavior of the other. At a time when young people are beginning to be concerned with heterosexual relationships 4-H does not appear to offer program opportunities which focus upon the desires and expectations of high school age adolescents.

As indicated earlier we would expect and do find a relationship between working and involvement with both in and out-of-school organized activities.

Since 4-H youth are younger and the majority are female and, as noted above, less likely to be working, they are more likely than the other two groups to be involved in organized clubs and activities. These data

also confirm findings of other studies dealing with age, sex and organized club participation; namely female and pre-adolescent youth (ages 12 to 14) are highest in such participation.

Yet several other factors must also be taken into consideration; the factors of the availability of organized activities and the degree to which young people have access to such activities.

The availability of in school and out of school organized clubs and activities are not equally distributed among all communities. There is a positive correlation between the socio-economic status of a community and availability of organized activities. The higher the socio-economic status of the community the higher the availability of youth oriented activities. Hence there is a relative scarcity of such activities in inner-city urban areas as well as in more isolated open country areas. It is also apparent that more affluent families will be in a better position to transport their children to where activities are being offered.

This combination of variables then does contribute to the outcomes we find in this research. 4-H members, more so than all others, are highest in participation in virtually all organized activities be they in or out of school.

For example 4-H members are more than twice as likely as "Nevers" to be members of a school music club (58% to 21%); three times as likely to be involved in language clubs (10% to 3%); cheerleading (8% to 3%); twice as likely to be working on a school newspaper (11% to 5%). In fact we do not find a single in-school activity in which current 4-H members are not more active than others. In each case 4-H members are highest in participation followed by

former members with the never group being lowest in participation.

The data also indicate that there is a "joiner" syndrome. Certain kinds of people, be they adults or younger people, are more inclined toward organizational involvement than are others. For such people participation is not usually limited to one or two activities. Rather participation in one group tends to stimulate a desire for participation in other activities.

Yet another characteristic of joiners is that they usually end up being the most active members of the groups in which they hold membership. Hence we also find in this research that 4-H members are not only highest in joining but they are also highest in reported activity attendance.

Again those least likely to attend even when they are club or organization members are respondents of the never group.

With regard to out of school organizational involvement we find a similar pattern as that noted for in school activity participation with the exception of membership in Boys Club and YMCA--both male centered organizations, 4-H members show the greater involvement. 4-H members are most active in scouts, church youth groups, F.F.A., Grange, Sports, and other organized activities. We also find, as in the case of in-school activities, that the Never group is lowest in participation but with two important exceptions. The never group is highest in membership in YMCA and Boys Club. The reasons for their greater participation in these two organizations is due to the fact that these are organizations available to urban youth and they are organizations which provide activities for males. Again we remind the reader that the never group is heavily urban and older male.

When we control for the sex of the respondent we do find that 4-H members, be they male or female, are highest in organizational participation. In other words the greater overall involvement of 4-H members cannot be explained away by the fact that it is the group with the highest proportion of females and that females are the greater joiners. Similarly age alone is not the sole predictor of organizational joining. Although younger youth more so than older youth do enroll in organized activities we find that at every age level, where comparisons can be made, 4-H youth come closest to emulating the joiner syndrome.

Finally, we find that 4-H members significantly more so than other respondents are involved in church youth clubs. The differences between 4-H and the other two groups are so great that the factors of availability of such activities; age and sex, cannot explain away the variation. Rather we would take the position that 4-H, for a variety of reasons, to be discussed later, is the kind of organization which does attact young people with formal religious commitments.

Given a desire to enroll youth in 4-H, the data presented here would suggest that 4-H concentrate on those already enrolled in other organizations particularly young people active in church youth groups. At the same time such a recruitment focus would probably provide 4-H only with more of the same. That is, youth very much like those already in 4-H: females, who are quite young, white, middle-class, and from farm and suburban settings.

Given, however, the goal of reaching older adolescents of heterogeneous backgrounds the recruiting and programatic emphasis would need to be altered dramatically.

We next examine how our respondents spend their free or leisure time-that is time in activities other than work, school, or organized in and out-of-school organizations.

For all groups the ordering of leisure time investments is as follows:

* "watching T.V. with family": 50% of all respondents
* "hanging around with friends of the same sex": 41% of all respondents.
* "attending school events": 35% of all respondents
* "hobbies (stamps, model building, playing an instrument)": 31% of all respondents
* "watching T.V. alone": 26% of all respondents
* "family activities": 25% of all respondents.
* "taking lessons (music, dance, etc.)": 24% of all respondents.
* "reading": 23% of all respondents.
* "watching T.V. with friends": 22% of all respondents.
* "dating": 21% of all respondents.
* "going to parties": 20% of all respondents
* "working on cars": 12% of all respondents.

The distribution outlined above does confirm impressions already expressed in other studies dealing with American youth. They do spend a disproportionate amount of their time watching television.

The data also indicate that a significant number of young people spend a great deal of their time just "hanging" around with same sex peers.

As in the case of other activity involvements already discussed age and sex do influence the leisure time choices available to young people. Older males more so than younger people, particularly females, would have greater access to cars. Younger people, particularly females, would be

more restricted to in-home and home-making activities. Older youth would have greater out of home mobility and would be more likely to be involved in dating. Hence we find that current 4-H members are highest in reporting time investments in homemaking, family activities, and watching television with families. They are lowest on dating and working on cars.

There are, though, certain leisure time activities which are not necessarily influenced by age and sex, although they may be influenced by the socio-economic status of the youngster. Funds are required for musical instruments, cars, and hobby materials. Still when we do compare the two groups closest in socio-economic status, 4-H members with former members, we find certain significant differences. 4-H youth are more likely to be taking lessons of one type or another; they are more likely to be involved with creative hobbies; and they are more likely to attend school events.

These comparisons confirm two observations. First, that 4-H youth are busy people. They are most active in virtually all areas be they organized or leisure time activities.

Secondly, 4-H members are more heavily task and goal oriented in their time investments. They tend to invest their time in activities which contribute to educational, career, and skill development. In addition they participate in activities which enhance contact with community organizations and social institutions.

An important goal of this research was to attempt to determine the personal concerns of our respondents and whether or not there were differences between the three membership status groups.

In this case each respondent was asked to identify what they considered to be their major concerns. Below in Table II-4 are listed the eleven most frequently mentioned concerns for each group and the proportion of respondents in each group citing such concerns.

Table II-4

Eleven Most Frequently Cited Concerns by Membership Status

Per Cent

4-H Members	(%)	Former 4-H Members	(%)	Never	(%)
Friends	92	Friends	94	Friends	91
School Grades	87	Future Plans	84	Future Plans	83
Getting along with Parents	85	School grades	80	Money	83
Future Plans	81	Getting along with Parents	79	Grades in School	79
Sports	72	Money	78	Boy-girl relationships	75
What People think of me	72	Boy-girl relationships	76	Getting along with parents	75
Being Bored	71	Planning my time	71	Car & drivers license	70
Who I Am	70	Making something of myself	69	Making something of myself	69
Money	70	My role in making decisions about myself	67	Planning my time	65
Planning my time	69	Sports	67	Sports	64
My role in making decisions about my self	66	Car & drivers license	66	My role in making decisions about myself	63
N	249	N	266	N	331

Table II-4 should provide the reader with a clearer picture of the kinds of concerns expressed by young people and how these concerns vary between different kinds of youth.

We find for example that no matter the membership status of the respondent there is general consensus in concerns expressed. All three groups give highest priority to concerns about friends. Concerns about friends is most frequently mentioned regardless of the age, sex, or membership status of the respondent. The majority in each group are concerned about grades, getting along with parents, future plans, sports, money, and planning what to do with ones time.

There are in fact no differences in the eleven items most frequently mentioned by former members and those never enrolled in 4-H. There are, however, selection discrepancies between 4-H members and the other two groups. Several of these discrepancies could be accounted for by age and sex differences. Again since 4-H members are younger and have a higher proportion of females they would be less likely to express a concern about cars and drivers licenses. Similarly, the age factor would tend to influence concerns about "boy-girl relationships." Older adolescences do have greater involvement in heterosexual inter-actions and hence we would expect them to be more concerned with such relationships. Interestingly enough we find no differences between males and females in expressions of concern about boy-girl relationships. Both sexes are equally concerned--with age being the critical variable. The other observed contrasts found between 4-H members and others are not as easily explained away. 4-H members are far less likely than others to indicate a concern for "making something of myself." Less than half (44%) of the 4-H members

compared to sixty nine per cent (69%) of the former and never group select this item. Our explanation would be that 4-H members being more task and activity oriented perceive of themselves as already in the process of "making something of themselves." Energy and time is invested in becoming as opposed to contemplating what to become. Also coming to terms between the relationship between ones own self concept and the post school society becomes more problematic as youth become older.

There are three other important concern differences. 4-H members cite: "What People think of Me"; "Being Bored"; and "Who Am I." These three concern items are not among the eleven most frequently mentioned by respondents of the other two groups. 4-H members are more concerned about how they are perceived by others. From our personal interviews with 4-H members we received a message of young people very much other directed. The fact that 4-H members participate heavily in organized clubs and activities would of course contribute to this concern about self image and the reactions of others.

We would also propose that the greater concern with boredom is to be expected among highly involved people. Boredom does, of course, contribute to the seeking out of new experiences especially among individuals who are seeking approval from others. Finally, the sameness in substance of the activities in which 4-H members are engaged may add to moods and feelings of boredom. It may well be that for many 4-H members the multitude of organizational activities becomes more time consuming than challenging.

We would also propose that it is precisely because 4-H members are concerned about self concept and who they are that they are more likely than others to engage in organized club activities. For it is through interaction with other people and ideas that the young hopefully seek to achieve an acceptable concept of self.

We would conclude, then, that 4-H youth while not overly concerned with making something of themselves in terms of adult futures are seriously concerned with the more individual issues of self identity and interpersonal relationships.

The data presented above also suggest that if 4-H is to retain and attract older youth it must respond to the concerns of these youth. A program for contemporary youth cannot be void of content that deals with problem resolution in the areas of careers, education, self development, and relationships with others.

In Table II-5 information is presented which deals with the sources to which our respondents turn when seeking help with personal problems.

TABLE II-5

Membership Status and Help with Personal Problems
Per Cent

Sources	4-H (%)	Former 4-H (%)	Never (%)
Best Friend	84	85	80
Mother	70	53	52
Friends	53	60	53
Brother/Sister	46	35	45
Relative/Other Adult	40	33	38
Father	30	23	30
Teachers	23	14	16
Clergyman	10	9	11
4-H Leader	10	*	*
N	(270)	(281)	(341)

For all three groups the sources most frequently called upon for help with personal problems are best friends, mother, and other friends. The higher selection of mothers by 4-H members is due to the over representation of younger females. Younger adolescents--more so than older youth--will seek assistance from parents in problem resolution. Females more so than males will call upon mothers for help. The older the youngster the less likely the personal problem will be shared with parents. In part,this decline in child-parent interaction is influenced by the nature of the problem. As adolescents grow older the liklihood increases of their encountering the kinds of problems which they are either afraid or embarrassed to share with their parents. As Table II-5 indicates, 4-H youth more so than others interact with parents when they have personal problems. The Table also confirms the results of other studies which find limited problem centered interaction between child and father. 4-H youth are also more likely than others to turn to school teachers and other adults.

4-H leaders are mentioned least frequently, with the exception of clergy, as sources for personal problem assistance. To most 4-H members the 4-H leader is perceived as someone who has the capability to teach skills but not as a person with whom one can share personal problems. Evidence to support this observation comes from our personal interviews with 4-H members and from data to be presented in a later chapter of this report.

Summary and Conclusions

The purpose of this chapter was to provide the reader with a more detailed profile of our respondents. More specifically, we were concerned

with identifying the attitudinal and behavioral areas in which current 4-H members differed from respondents of the other two membership status groups.

An important finding was that 4-H members are predominately female and comparatively young. The data make clear that is during the period of entrance into high school that youth are most likely to drop out of 4-H. Attrition is higher among males for several reasons. First, they have greater mobility in the selection of non-school activities. Secondly, they are more likely than females to seek out and find part time employment. These activities offered by 4-H are, particularly for non-farm youth, heavily centered about cooking and sewing--activities which have been traditionally considered feminine.

As noted several times in our discussion age and sex of the respondent is very much related to differences in attitudes and behavior. The fact that 4-H members are younger and predominately female tends to limit their opportunities for finding part time work and tends to restrict their range of out-of-school activities. Hence, the 4-H members are people with more free time. 4-H members do not appear to idle away their time. They are strongly oriented to enrolling and participating in a multitude of in and out-of-school activities. The data also make clear that even when we look at older 4-H members the "joiner" syndrome is prevalent.

We find that 4-H members while having personal problem concerns similar to others--there are a number of interesting areas where significant differences are found. Particularly, we find 4-H members, in contrast to others, much more involved with concerns of self-identity, boredom, and how they are perceived by others.

Finally, these data certainly suggest that if 4-H is to be successful in the recruitment and involvement of older non-farm youth it must implement programs and procedures which are responsive to the needs and desires of older non-farm youth.

CHAPTER III: THE 4-H IMAGE

In this chapter we deal with how young people of the three different membership status groups perceive 4-H. Because awareness of 4-H and experience with 4-H does vary between the three groups it does not make sense to view the perceptions of the three groups in the same manner. Obviously, those currently in 4-H have more at stake than those who have left 4-H or those who have never been enrolled in 4-H, when it comes to making assessments about 4-H. The greater one's involvement with or commitment to an organization the more favorable will be the assessment. Similarly, those who have left an organization will tend to be more critical since dissatisfaction will enhance departure. Those who have never been in 4-H have, in a sense, the least to lose. It is also apparent that involvement with an organization will affect one's knowledge of that organization. Hence, those now in 4-H would probably be most knowledgeable about 4-H; former members being next most knowledgeable; and those never in 4-H least knowledgeable.

The critical issue here is not the accuracy or validity of the perceptions held by the respondents. The critical point here is to learn more about how people of different 4-H exposures see 4-H. Hopefully the identification of differences, be they valid or not, will accomplish the purpose of showing 4-H personnel how 4-H is perceived by different youth.

A major purpose of this chapter is providing 4-H personnel with a picture of how 4-H is perceived by young people so that action can be taken if there is a belief that the prevalent 4-H image is in need of change.

In this chapter we will also be looking at relationships between different counties and perceptions of 4-H. The need to look at county differences becomes apparent when it is recognized that neither youth nor 4-H programs are randomly distributed. As pointed out earlier our samples of respondents do differ along

county lines. The most dramatic differences are found between the most rural and most urban settings. There are no non-white respondents in Perry County. There are no white respondents in Westmoreland County. County type is also associated with variations in school organization, extra-curricular activities in school, availability of organized out-of-school activities, and accessability to such organized activities. Socio-economic differences also exist along county lines. Similarly, there are variations in 4-H program offerings when we control for county. Perry County--the rural-farm county--provides the broadest range of 4-H activities. The Delaware County 4-H program is for the most part limited to projects in gardening, sewing, and nutrition. Berks County tends to fall in the middle range.

We begin our discussion with an analysis of how youth come to learn about 4-H. The question asked was, "How did you first hear about 4-H?"

The data illustrating sources of information about 4-H are found in Table III-1. It is important to point out that only a few (less than 5%) of those never in 4-H indicated that they had never heard of 4-H. Hence, the vast majority of Never respondents had heard of 4-H.

The largest single source of information about 4-H for all respondents was "friends." The second largest source for those currently in 4-H and those who dropped out of 4-H was school teachers. For the Never group T.V. was the second most frequently mentioned source. Other differences do exist but the variations are not great. Still the overall picture would certainly suggest that personal contact--be it friends, teachers, parents, and siblings, is of greater impact than the various mass media sources. Personal influence does have the more salient impact--at least in moving young people into 4-H.

TABLE III-1

MEMBERSHIP STATUS AND HEARING ABOUT 4-H

PER CENT

Membership Status	Source									
	Friends	Parents	Siblings	Other Relatives	T.V.	Teachers	Newspaper	Other	%	N
4-H	48	10	11	3	3	21	-	4	(100)	273
Former 4-H	48	7	8	5	-	24	-	8	(100)	275
Never in 4-H	47	3	5	2	25	8	4	6	(100)	314

An analysis of the relationships between type of community and sources of information about 4-H does reflect predictable distributions. The smaller the community the smaller the proportion of respondents--regardless of membership status--saying that T.V. was the first source of 4-H information. Forty per cent (40%) of Delaware County respondents refer to T.V.; Twenty six per cent (26%) of Berks County respondents; and only fourteen per cent (14%) of Perry County respondents.

County differences in response to this question is also reflective of variations in the range of 4-H activities provided. The greater the range of activities the greater the liklihood that first source of information will be friends/or parents. The more specialized or restrictive the programs the greater the liklihood the first source of information will be T.V. or school teachers. Finally, as would be expected, the length of time 4-H has been in existence in a county will of course influence how one first hears about 4-H.

4-H has the longest tradition of youth-community exposure in farm and rural areas. As a result there are more people around who have been exposed to 4-H and who may act as sources of 4-H personal influence.

We see then that how one first hears about 4-H is determined by a number of factors. One of these is the length of time that 4-H has been in existence in a particular community. The time-tradition factor is not one over which 4-H itself has much control. Other factors, however, which can make a difference are amenable to 4-H organizational intervention.

Intervention steps which might be considered will be discussed in the final chapter of this report.

The importance of personal and peer influence can also be noted when we look at the friendship patterns of the three membership status groups.

For example, more than half (52%) of the current members report that most of their best friends are in 4-H. Among the former 4-H youth forty one per cent (41%) make a similar response; while only six per cent (6%) of the never group say that most of their best friends are in 4-H. The never in 4-H group is highest in saying that they have no friends in 4-H. Of particular importance here as further evidence of the impact of peer influence upon adolescent behavior is the finding that almost two thirds (60%) of all former members say that their closest friends are found among other youth who have also dropped out of 4-H.

Obviously, the selection of friends both in and out of 4-H will be strongly associated with current membership status. We would expect, and as noted above, do find that those in 4-H have more close friends in 4-H than those who were former members, with those never in 4-H having the fewest friends in 4-H. Still the data are of importance since they add further confirmation to the importance of peers. Not only that peers play a strong role in influencing behavior with regard to enrollment and involvement with 4-H but conversely in influencing behavior which leads to dropping from 4-H. The data support the proposition that birds of a feather do in fact flock together. Hence, as noted above, former members have as friends primarily those who have left 4-H, while those currently in 4-H are lowest in reporting that any of their friends are former 4-H members.

The friendship patterns described above do not appear to vary by county. Again, those in 4-H have most of their friends in 4-H. Those who dropped out of 4-H having far fewer friends currently in 4-H and with many more friends who were once in 4-H.

An examination of the reasons given by youth for not joining 4-H does provide important data for the construction of the 4-H image. Here then we will be identifying the reasons offered by our Never-respondents for their not enrolling in 4-H although they had heard of and knew something about 4-H.

The reasons offered with the percentage of Never-respondents selecting each reason are shown below in Table III-2. Each respondent could of course select more than one reason.

TABLE III-2

Reasons For Not Joining 4-H

Reasons	Per Cent	N
Too many other things to do.	66	312
Not really sure what 4-H was all about.	53	316
No one ever asked me to join.	52	317
Don't know.	46	273
Didn't know where to enroll.	41	314
It didn't sound like any fun.	41	312
None of my kind of people are in 4-H.	36	316
Could not afford to buy an animal.	22	311
Parents did not want me to join.	13	310
Met some 4-H Leaders whom I did not like.	10	310
Did not like what I heard about 4-H leaders.	8	311

The response or reason most frequently cited for not enrolling in 4-H is "too many other things to do." Recalling again that the Never group are the oldest age group in our sample we would expect, for reasons already

cited, that they would have the kinds of responsibilities which would limit club involvement. At the same time, we cannot assume that since the majority have many other things to do that they would not be responsive to 4-H.

For one thing a third of the Never group did not say they had "too many other things to do." It is also clear that many who said they were too busy with other activities also say that they are not really clear as to what 4-H is all about. More important, perhaps, more than half (52%) indicate that they were never asked to join and a little less than half (46%) answer "Don't Know."

The only clearly negative response selected by a significant number of respondents was: "It didn't sound like any fun"--selected by forty one per cent (41%) of the Never group. Less than one tenth (8%) indicate that they did not like what they heard about 4-H. In earlier discussions of this report we pointed out the saliency of peer influence. This influence can be detected in two distinct ways when we probe deeper into why this group did not enroll in 4-H.

First, we know that the Never group have very little contact with peers who are currently in 4-H. Hence the amount of positive input they receive about 4-H is minimal. Second, the data they do receive about 4-H is most likely to come from former 4-H members, people who, regardless of their 4-H experience, would tend not to be advocates of 4-H. Hence, the Never group for the most part receives little detailed input about the experience--4-H and what they do hear tends to come from those who are no longer in 4-H.

Another dimension of the impact of peer groups can be detected from the frequency of responses in Table III-2. Note that more than a third (36%)

of the Never group report that "None of my kind of people are in 4-H." Our analysis of these same data by counties, socio-economic status, and race makes it very clear that the response "None of my kind of people are in 4-H" is significantly over selected by two groups:

* Blacks from inner-city areas.
* Whites of lower socio-economic backgrounds, from rural and lesser populated communities.

As further confirmation of this observation we would point out that the vast majority of Never youth saying, "Could not afford to buy an animal" were young people who were working at least 15 hours per week, and who had mothers employed in full-time jobs.

Based upon these data; analysis of these data by county types; personal individual interviews; and other data to be presented in this report--we would have to conclude the following:

1. the vast majority of the Never group has very little reliable information about 4-H.

2. Very little effort has been made to reach the Never group--particularly those who are not white, who are poor, and who reside in metropolitan urban areas.

3. Very little effort has been made, particularly in rural and farm areas, to deal with the fact that there are many youth who cannot afford the costs of 4-H activities which are most emphasized in rural and farm communities.

4. Most youth in the Never group, particularly those in communities where 4-H has little tradition, would not know what to do or where to go even if they sought to enroll in 4-H.

From a more universal perspective it would seem fair to say that current 4-H procedures and programs operate to effectively screen out certain large segments of the youth population. These are: older youth-particularly males, non-white youth, particularly in urban areas, non-white youth, particularly in farm and open areas.

Carrying on our presentation of the 4-H image we turn now to an examination of how the three different membership status groups compare 4-H members with non 4-H youth. In this case respondents were asked whether they agreed, disagreed, or felt that there were no differences between 4-H and non 4-H youth with regard to a series of personal characteristics. Each of these characteristics will be discussed individually.

I. Are 4-H members more friendly?

4-H members are significantly higher than the other two groups in agreeing with this statement. Almost half (47%) of the 4-H members agree, followed by a fourth (25%) of the former members; with only fifteen per cent (15%) of the Never group in agreement. The majority of both the former and Never respondents believe that there is no real difference between 4-H members and non-members in the matter of friendliness.

II. Are 4-H members more honest?

Again, 4-H members see the greater distinction between themselves and others. A little more than a third (37%) of the 4-H members see themselves as being more honest than non 4-H peers: a fourth (25%) of the former members concur, followed by seventeen per cent (17%) of the Never group. Once again, the Never group is highest in seeing no difference. Interestingly enough the 4-H group is also highest in taking exception to this statement, with seventeen (17%) of current 4-H members disagreeing that 4-H members are more honest than other youth.

III. Are 4-H Members More Immature?

The smallest proportion in each group agree with this statement. At the same time it is 4-H members (15%) who are most in agreement that 4-H members are more immature. If maturity, in this instance, is being assessed in terms of age than 4-H members are in fact more immature. Our analysis would suggest, however, that this was not the criteria utilized by 4-H members. We find that when we control for age - that is looking at how respondents of different ages react to this question, there are no real differences. In other words regardless of age, 4-H members more so than all other respondents see 4-H members as being more immature. Still, as noted above, this is true of only a small number of 4-H members. Most 4-H members disagree with the statement while most of the respondents in the other two groups take the no-difference position.

IV. Are 4-H Members More Religious?

Again, only a small number (about 13%) in each group concur with this statement. More than half in each of the three groups feel there are no differences between 4-H and non 4-H members with regard to religiousity. 4-H members are highest (31%) in expressing disagreement with the statement.

V. Are 4-H Members more "Goodie-Goodie"?

Greatest agreement comes from former 4-H members. Over a fourth (27%) concur. As would be expected 4-H members are lowest in agreement (20%) and highest in disagreement (41%); never members take the more neutral position with more than half (55%) seeing no difference and about a fourth (24%) in disagreement.

VI. Are 4-H Members More Serious?

There are no real differences between current and former members in the

proportion agreeing with this statement (about a third of both groups). 4-H members are slightly more likely than former members to disagree with the statement (25% to 21%). The major difference is between the Never group and all other respondents, with the Nevers, once again, most likely to endorse the no-difference view.

VII. Are 4-H members more Respectful of Adults?

Clearly here, 4-H members see themselves as being quite unlike other youth. More than half (56%) agree with the statement. Only eleven per cent (11%) disagree; while a third see no difference. In contrast only a third (36%) of the former members agree and half see no difference. A fourth of the Never group agrees; while more than half (55%) see no difference.

A first legitimate reaction to this finding would be that the observed variations in response are more a product of the age/sex composition of the 4-H group than of membership itself. Such, however, does not appear to be the case. Rather we find that while 4-H member females more so than males and younger more so than older youth take the respect to adult view. In each age and both sex groups 4-H members are most in agreement with this statement. A unique and apparent characteristic of 4-H youth is then the feeling that they, more so than other youth, are more respectful towards adults.

VIII. Are 4-H Members more likely to be Teachers Pets?

The strongest disagreement to this statement comes from 4-H members (46%). The greatest degree of agreement from former members (34%), followed by the Never group (24%). The strongest positions then are taken by current and former members. Current members significantly higher in disagreement and former members significantly higher in agreement.

IX. Are 4-H Members more "Square"?

The distribution of responses to this descriptive statement are very similar to those for the "goodie-goodie" and "teachers pet" statement. The variations are more a matter of degree than direction. Again, the most dramatic contrasts are found between current and former members. Less than a tenth (9%) of current members agreeing as compared to almost a third (31%) of the former members. 4-H members are almost twice as likely as former members to disagree with the statement (48% to 25%). The Never group following the expected pattern, fall between the extremes. Still, it is of interest to note that in this case as in the cases of "goodie-goodie" and "teachers pet" the Nevers hold views more similar to that of former members than to views held by current 4-H members.

Unfortunately a lack of proper communication between the research team and those who printed the survey instruments resulted in three descriptive items not being included in the questionnaire for former members. As a result, the remaining statements are restricted to comparisons between current 4-H members and those never in 4-H. Without the added degree of certainty that comes with empirical evidence we cannot know for certain what the response of former members might have been. Going out on the speculative limb, however, we would propose that not unlike previous comparisons the most dramatic differences would occur between current and former members. With the data which follows, then, we would propose that the reader view the responses of the Never group as a middle or neutral source leaning in the direction of the former members.

X. Are 4-H Members More Concerned with the Future?

Two significant variations can be observed in the case of future concerns.

First, 4-H members are much stronger in their agreement with this statement than are those who have never been enrolled in 4-H (50% to 30%). Second, the Never group (53% to 34%) are much more likely to report that they see no difference.

XI. Are 4-H Members Better Students?

The pattern is similar to that found with the preceding statement. In this instance, however, fewer 4-H members concur with the statement that 4-H members are better students (36%). At the same time, the proportion of 4-H members agreeing with the statement is twice that of the Never group. The Never group, again, is inclined toward seeing no real difference between 4-H and non 4-H members.

XII. Are 4-H members more concerned about Problems of Ecology and Pollution?

Even though the level of knowledge about the workings of 4-H may be minimal among those who have never been in 4-H they do have certain select impressions. Among these impressions is that 4-H is concerned about the land, about animals, and about the environment. In this case, we have the first statement which does not generate a significant difference between those in 4-H and those never in 4-H. The majority of both groups agree that 4-H members are more concerned about problems of ecology and pollution (54% of 4-H; 51% of Nevers). Similarly there is little difference in the remaining two comparison categories.

As was pointed out in the introductory comments preceding these comparisons differences between the three groups were anticipated. Again, those currently in 4-H would have the greatest on-going investment in 4-H and therefore would be expected to be most positive in their expressed observations.

Former members were expected to be least positive since we would anticipate that among this group would be some who were disenchanted with or disappointed in the 4-H experience. The Never group, because of their limited experience with 4-H and because they had made no investment in 4-H were expected to express the most neutral or perhaps objective position. The data presented does confirm the expected interpretation. Of the twelve comparisons made, 4-H members are in fact most positive in eight; more negative in three; and most neutral in one. They are most positive in agreement that 4-H members, more so than other youth, are: most friendly, more honest, more serious, more respectful to adults, more concerned about the future, better students, and more concerned about problems of ecology and pollution. 4-H members, although here the differences were not as great as those found in the statements just mentioned, were most in agreement that 4-H members were more immature. 4-H members took greatest exception to the following group characteristics: 4-H members are "goodie-goodie", "teachers pets", and "square". These are three characteristics to which 4-H members are most sensitive. In many of our personal interviews with 4-H members we were told again and again that these were derogatory perceptions that non-4-H members frequently expressed about 4-H youth. Our own personal interviews with non 4-H youth and the data already reviewed in this chapter would suggest that 4-H members are exaggerating the extent of the problem. In no instance did more than a third of the respondents in the other two groups express the belief that these attributes were more true of or more unique to 4-H members.

In most instances, as we have already noted, non 4-H members either hold positive or neutral views about 4-H. In instances where the

Of those who do respond, we find that a little more than a third (35%) of the 4-H members select age 14; eighteen per cent (18%) of the former members select age 19 followed by four per cent (4%) of the Never group. Age nineteen is selected by the largest proportion in each group who respond to this question.

These responses would suggest that most youth, including members and former members are not clear as to how long an individual can remain in 4-H. Clarification of this point might perhaps contribute to an increase in the enrollment of older youth.

In this final section of this chapter we turn to an examination of difference and similarities in how current and former 4-H members perceive the organization. In the comparisons which follow current and former members express their disagreement or agreement with a number of 4-H related statements.

We begin with observations about 4-H club leaders. In Table III-3 the differences in levels of agreement between the two groups are shown for six "positive" leader attributes.

Again as we would expect 4-H members are more in agreement with each of the positive leader attributes than are former 4-H members. In each case more than a majority of 4-H members see 4-H club leaders in a positive manner. The largest proportion agree with the observation that 4-H leaders are friendly (96%) and the smallest that 4-H leaders understand youth (80%).

We also find that with only one exception the majority of former members also attribute positive attributes to 4-H leaders. The range in the case of former members goes from a high of seventy seven per cent (77%) who say that 4-H club leaders are friendly to a low of forty three per cent (43%) who report that leaders did not encourage them to remain

"teachers pet", "goodie-goodie", and "square" images are attributed to 4-H they frequently result from age and sex based interpretations. Because 4-H is primarily an organization of very young female youth, older youth will apply such image generalizations. To some extent the very nature of the 4-H organization, its activities, symbols, and functions, will tend to generate the "square" image. 4-H is not an organization which reflects a cool or groovy style. It is not an organization which seems to have altered its programatic emphasis or organizational structure to meet the changing needs and expectations of contemporary youth. The membership composition of 4-H; its tradition of being concerned primarily with select farm youth; its activities, symbols, and organizational structure all contribute to the "goodie-goodie," "teacher-pet", "square" image. Still, and this is important, the prevalent image, among most youth is not really a negative one. Rather, there seem to be two prevalent images. One is a vague or hazy image resulting primarily from a lack of real knowledge about 4-H. The other is an image of selectivity, where 4-H is seen as an organization for someone else. That someone else is usually thought to be younger, female, affluent white, and from a farm or rural setting.

Yet another dimension of the 4-H image comes from the notions young people hold as to the membership age limitations of 4-H. Interestingly, the majority of respondents in each membership status groups say they do now know what the age limits might be. As would be expected, current members are least likely to report "Don't Know". Still fifty one per cent (51%) of the 4-H members say they do not know, followed by seventy two per cent (72%) of the former members, and ninety one per cent (91%) of those never in 4-H. Of those who do respond, we find that a little

TABLE III - 3

Membership Status and Positive Leader Attributes

Per Cent Agreeing

Membership Status	Attributes					
	Friendly (%)	Understands Youth (%)	Concerned About Youth (%)	Good Teacher (%)	Helped me with my problems (%)	Encouraged me to stay in 4H (%)
4H	96 (279)	80 (280)	88 (278)	83 (280)	82 (278)	81 (279)
Former 4H	77 (279)	60 (281)	74 (279)	75 (281)	54 (280)	43 (279)
4-H > Former	19%	20%	14%	8%	28%	38%

in 4-H.

The last row in the table notes the discrepancies in percentages between both groups. The least disagreement is found between the two groups when they are asked to assess the teaching skill of 4-H club leaders (8%). The highest level of disagreement is found in responses to the observation dealing with the 4-H leaders encouraging the member to remain in 4-H. Here we find a difference of thirty eight per cent (38%). The fact that almost twice as many current as opposed to formers report they were encouraged by 4-H leaders to remain in 4-H is an important finding.

In terms of statistical significance it is one of the more dramatic findings of this study. Simply stated, this finding strongly suggests that 4-H could probably cut down on membership attrition if 4-H leaders would communicate their desire for the individual to remain or return to 4-H. Our personal interviews with former members would certainly support the conclusion that in only rare cases do 4-H leaders follow up on youth who have been absent from meetings or who have dropped out of 4-H.

Our personal interviews as well as the data also leads us to conclude that 4-H leaders are quite selective in the amount of time they invest in members. Briefly, 4-H leaders are frequently task and award oriented. They are volunteers who seek to teach certain skills and they strongly prefer a highly motivated membership. The test of their abilities and skills is measured by the achievements of their students. The success of the 4-H leader is determined by the success of his club. Unfortunately skill, interest, and motivation are not evenly distributed among individuals, be they young or old. The 4-H leader will then tend to invest his energy in those youth who do show the greatest skill, interest, and motivation.

Those who are encouraged to stay in 4-H by 4-H leaders will be those who come closest to meeting the expectations of the 4-H leader.

Other comparisons suggest that former members are much less likely than current members to see 4-H leaders as understanding youth or as individuals who provided assistance in personal problem resolution.

An examination of differences in the assessment of negative leader attributes shows a similar pattern as that described above. Former members being more critical than current members. In response to the following characteristics we find:

17% of the 4-H members compared to 42% of the former members believe that 4-H club leaders are "too bossy".

27% of the 4-H members compared to 44% of the former members believe that 4-H club leaders are "old fashioned".

16% of the 4-H members compared to 38% of the former members believe that 4-H club leaders "do not allow members to make decisions".

26% of the 4-H members compared to 42% of the former members believe that 4-H club leaders are "mostly helpful only to those members who want to win awards".

7% of the 4-H members compared to 27% of the former members believe that 4-H club leaders are "too strict".

17% of the 4-H members compared to 34% of the former members believe that 4-H leaders provide "too little direction".

In each case the differences between the two groups are significant. In two cases more than a fourth of current members are in agreement with the negative characteristics that 4-H club leaders are "old fashioned" and that in most instances 4-H club leaders are helpful only to those

members who seek awards.

Again, it is important to note that we would indeed expect the former members to be more critical. At the same time these responses cannot be treated as so many sour grapes. The majority of former members do have good things to say about 4-H and 4-H leaders. Most see 4-H leaders as friendly people, people concerned with youth, people who are good and conscientious teachers. The distribution of responses do not suggest a blanket disapproval of 4-H or its leaders. Rather the responses represent a negative commentary upon certain aspects of leader behavior. Far too many former members and not a small number of current member's leaders are seen as out of date and overly inclined to invest their time only with those youth who are award motivated.

Summary and Conclusions

The information presented in this chapter does provide a variety of helpful clues as to the kinds of factors 4-H might consider given a goal of maximizing the involvement of older adolescents in 4-H.

In the area of communicating the 4-H message we have found personal communication between peers to be the most effective device. As young people move from elementary and junior high school to high school the influence of teachers and parents declines in matters of leisure time activities. Peers become a much more salient factor. Peer's influence is not limited to entrance into 4-H, but also plays an important role in whether or not the individual remains in 4-H.

Data dealing with the 4-H image suggests that in most cases most youth either have no precise information about 4-H or they hold fairly positive views about 4-H. In general differences in 4-H perceptions as expressed by the three membership status groups suggests that most youth see 4-H as an appropriate organization for those who choose to

remain in 4-H. In other words, 4-H is considered to be an acceptable activity for some people but not for the people who have dropped out of 4-H. The majority of the former members seem to feel that they did not leave 4-H but rather that 4-H left them. They feel that 4-H did not take into consideration that as young people develop, as their needs and desires change so should there be change in the structure, function, and content of 4-H. The prevalent feeling is that they (the former members) outgrew 4-H.

Finally, the data make clear that many of those who left 4-H believe they were products of a selective screening out process carried out by 4-H club leaders. The greater the discrepancy between the wishes and expectations of the leader and the member the greater the liklihood of the individual member dropping out of 4-H.

CHAPTER IV: THE 4-H EXPERIENCE

In this chapter we will explore the 4-H experiences as reported by those currently in 4-H and those who were once in 4-H. Our purposes here are to provide the reader with some understanding of how the two groups assess the 4-H experience; the levels of participation in 4-H activities; reasons for enrolling in 4-H; and those aspects of the program considered to be most and least appealing.

As in other portions of the report we will make county comparisons when such comparisons can contribute to the presentation of the 4-H experience.

We begin with a comparison of the reasons given for joining 4-H. Table IV-1 indicates the percent of respondents from each group agreeing with statements reflecting their own reasons for joining 4-H.

TABLE IV - 1

Membership Status and Reasons for Joining 4-H

Per Cent Agreeing

Reasons for Joining	4-H Members		Former 4-H	
	(%)	(N)	(%)	(N)
Fun	96	(282)	89	(274)
Learn New Skills	83	(282)	67	(272)
Make Something of Myself	80	(280)	57	(271)
Learn Responsibility	79	(279)	62	(272)
Trips	75	(278)	76	(273)
Meet New Friends	72	(281)	59	(273)
Friends were joining	66	(279)	71	(273)
Parents wanted me to join	59	(277)	46	(270)
To see things grow	50	(277)	37	(272)
Meet people of opposite sex	49	(279)	47	(273)
Help in making decisions about:				
my future	42	(278)	21	(271)
Siblings in 4-H	34	(280)	24	(271)
Nothing else to do	26	(277)	33	(272)
Help with my personal problems	18	(280)	12	(270)
Parents were 4-H leaders	11	(276)	8	(271)

Of the fifteen reasons given for enrolling in 4-H current 4-H members indicate the highest level of agreement for twelve reasons. More current 4-H members than former members have more reasons or motivating factors for enrolling in 4-H. The three reasons where former member agreement exceeds that of current members are:

Nothing else to do - difference of 7%

Friends were joining - difference of 5%

Trips - difference of 1%

While these differences are not statistically significant they do help point out certain significant variations between the two groups. Generally current 4-H members not only have more external salient pressures for joining 4-H but they also have more personal salient reasons for remaining in 4-H.

For both groups "Fun" is selected most frequently as a reason for joining 4-H. The importance of fun is of course to be expected given the age and status of the respondents. Yet even though both groups express a desire for fun the 4-H group is much more likely to emphasize the importance of more serious factors.

For example eighty per cent (80%) of the current members state that an important reason for enrolling in 4-H was out of a desire to make something of themselves. The difference between current and former members in agreement with this reason is twenty three per cent (23%) - the largest single variation found.

The table also shows that 4-H members are much higher than former members in selecting such reasons as "learning responsibility" (a 17% difference); learning skills (a difference of 16%); and obtaining assistance with issues of personal futures (a difference of 19%).

Similarily, we find that current 4-H members, more so than former members,were more likely to report salient external factors which played a part in their enrolling in 4-H. 4-H members more so than former members cite parental pressure (a difference of 13%); siblings in 4-H (a difference of 10%); and a desire to meet new friends (a difference of 13%).

The data provided in Table IV-I would certainly support the observation that the motivations for enrolling in 4-H are different when comparisons are made between current and former members.

Briefly, we find that current members have more in the way of external push factors moving them into 4-H and more in the way of personal growth reasons for remaining in 4-H. There is then a fairly neat fit between what 4-H offers youth and the expectations of those who remain in 4-H. 4-H is a task and skill oriented organization. It is an organization which requires individual and group participation. It is an organization which expects its members to assume responsibility. Those youth who are most likely to remain in 4-H are those whose pre-enrollment needs and expectations were matched by what they have found in 4-H.

When we examine reasons for joining 4-H by county we find that regardless of membership status:

I. The more metropolitan the area the greater the emphasis placed upon the importance of "trips" as a reason for joining 4-H.

II. The more rural the county the greater the liklihood that meeting friends, siblings in 4-H, and parental pressure will be given as important reasons for enrolling in 4-H.

While county type does make some difference it is not as powerful a predictor of reasons for joining 4-H as is membership status. In each county current members, more so than former members, select more highly the reasons

noted in II above. In each county, although there may be some differences between counties, current members, more so than former members, stress the importance of learning new skills, responsibility, making something of self, and getting assistance for one's future. Hence, we would conclude that while county differences must be taken into consideration in determining the types of youth programs offered, there is a consensus in motivating forces among current 4-H members that goes beyond county and no doubt regional boundaries.

Few differences are found in the kinds of 4-H clubs with which both groups of respondents were involved. The majority in each were in clubs which emphasized home economic activities (57% of the current members and 55% of the former members). Given the greater proportion of females in both groups we would expect such a finding. Still the finding does suggest that another reason for the greater enrollment of females is that 4-H does not provide sufficient club activites which would be interesting to males. A little more than a third of each group (37% for 4-H and 36% of the former were enrolled in horticultural centered clubs. The greatest differences between the two groups occur in enrollment in agricultural and equipment clubs. In each case enrollment is highest for 4-H members: 21% of the 4-H compared to 15% of the former in agricultural clubs; 12% of the 4-H members involved with equipment activities as compared to 9% of the former members.

Enrollment in the various clubs will of course be very much associated with the number of different kinds of activities available to members. The fewer the programatic alternatives offered the more similarity we would expect in the characteristics of members as well as the fewer number of members.

We find the large majority of current and former members in the metropolitan counties reporting membership in only one club (home economics in Westmoreland and horticulture in Delaware). The two other

counties: Berks and Perry show the widest range of respondent club enrollment. The fact that there is only one club program in the two metropolitan areas goes a long way in explaining why these two counties have so few 4-H members. No doubt the enlarging of 4-H program offerings in urban areas would enhance increased youth enrollment in 4-H.

Few differences are found between current and former members in the club activities they most favored. The rankings do not represent much in the way of useful data since many respondents had only been in one club activity. The variations we do find in rankings reflects the size of the sample who were in a particular club. The club receiving the highest percentage of "favorite" choices was home economics, which is also the club which had the highest proportion of enrollees.

Comparisons of participation in local and regional events attended are presented in Table IV-2.

TABLE IV-2

Membership Status and Local-Regional Event Participation
Percentage Attending

Event	4-H		Former	
	(%)	(n)	(%)	(n)
4-H Camping	70	(273)	82	(274)
Round Up	57	(276)	49	(276)
Local Dress Show	34	(275)	30	(275)
Demonstrations	28	(276)	27	(275)
Public Speaking	24	(274)	18	(273)
Livestock	23	(274)	8	(274)
County Council				

With the exception of camping, 4-H members do indicate the greatest level of participation for all other regional and local activities.

The greatest difference is found in "County Council" where almost a fourth (23%) of the 4-H members report attendance as compared to less than a

tenth (8%) of the former members. The overall greater and more diverse attendance reflects the greater commitment of current 4-H members. The County Council differences particularly indicate the current members were much more likely than former members to attain positions of leadership in 4-H.

Comparisons of the two groups on attendance at special events (Capitol days, Farm show, Leadership Congress, State Dress Revue, etc.) shows a similar pattern.

Of the eight activities attendance is higher for 4-H members in seven cases. The one exception is State Dress Revue, where we find a difference of one per cent (1%).

The ranking of favorite special event produces an outcome much like that found in club activity rankings. Most of the respondents in our sample, be they current or former members, have never attended any special event. In no special event activity does the proportion of attendees exceed thirty eight per cent (38%). Many of the respondents have only attended one special event and only a few have attended more than three special events. Variations in favorite rankings are predictable from the attendance figures for each special event. The higher the attendance for a special event the higher the proportion indicating this special event as their favorite.

Attendance at regional, local, and special events is very much influenced by county. Not unlike the findings or club participation the lowest level of participation in regional, local, and special activities is found in the large urban counties.

The widest range of attendance for such activities is reported by youth from the rural and more suburban counties.

These are county based variations in the availability of 4-H related

activities and county differences in the availability of activities during the course of the year. For example the counties of Perry (rural) and Berks (suburban) operate more in the way of year round programs than is the case with the other counties.

Yet despite these differences among counties we find virtually no differences in reported club attendance between current and former members. Three fourths of the respondents in each group report that they always attended club meetings. The distinction between the two groups is not so much variations in patterns of attendance but rather in the degree of involvement. Significantly more current members not only attend club meetings but they also participate in other 4-H activities and they also are much more likely to assume leadership responsibilities.

As noted in an earlier chapter of this report we find that 4-H members more so than former members experience greater parental pressure to participate in 4-H. Twice as many current members as compared to former members report that their parents were once members of 4-H (27% to 12%). Similarily 4-H members indicate higher level of mothers and fathers involvement as club leaders; and parental encouragement to enroll in 4-H. These data support an earlier observation that current 4-H members are confronted by a variety of external pressures which move them toward enrollment in 4-H and a high level of involvement with a variety of 4-H events and activities.

In Table IV-1 earlier in this chapter the distribution of responses showing reasons for joining 4-H was presented. It will be recalled that 4-H members in contrast to former members expressed the greater need for personal guidance and task related activities. It was also pointed out that current members more so than former members suggested that external

factors such as parents and siblings were important motivating factors. The former group scored higher in three reason areas: desire for going on trips; friends joining 4-H; and because they had nothing else to do.

In table IV-3 which follows data are presented which deal with how both groups evaluate the 4-H experience. In this case we provided the respondents with a list of statements very similar to the items used in Table IV-1. In this case each respondent was asked whether they felt that while they were members of 4-H they were able to:

	4-H (%)	Former (%)	4-H Former (%)
Learn New Skills	97	85	12
Please My Parents	83	69	14
Meet New Friends	88	75	13
Meet Youth of the Opposite Sex	69	55	14
Take Trips	66	72	-6
See Things Grow	63	51	12
Learn Responsibility	93	76	17
Make Something of Myself	88	62	26
Get help with personal problems	31	16	15
Help making future decisions	45	21	24
Have Fun	98	90	8

Along side of each item three per centages are shown. The first is the percentage of agreement for each statement for 4-H respondents; the second the consensus percentage response of former 4-H members; and three, the difference in percentages between current and former members for each item.

Note first that there is only one item where the level of agreement among former members is greater than that of current members. The item is "Taking Trips" where there is a difference of six per cent (6%). Recalling that former members were also higher in stating that "taking trips" was an important reason for joining 4-H we see that for the most part their expectations were fulfilled.

Secondly, we find that for both groups there is accordance in the two items most frequently mentioned: "Having fun" and "learning new skills."

Three, the two areas which show the greatest discrepancies between the two groups are: "making something of myself" and "help in making future decisions". These are also the two items which showed the greatest discrepancies between the two groups as reasons for joining 4-H.

These two sets of data, reasons for joining and returns received from enrollment, strongly suggest that most youth who join 4-H receive what they were expecting. 4-H members came in with the higher expectations and report the higher return on their investment. Former members show less in the way of expectations and report a lower level of return. This interpretation is not meant to suggest that former members received little of value from 4-H. On the contrary the data presented above suggests that in a number of instances the returns exceeded expectations. Sixty seven (67%) of the former members say they joined 4-H to learn new skills and eighty five per cent (85%) say they learned new skills. Similar gains are found in matters of learning responsibility and making new friends.

The point we seek to make is that there is a positive correlation between motivation and benefits received. Current members enter with stronger motivation and higher expectations. This higher level of motivation and expectations leads to higher levels of involvement with 4-H. Higher levels of involvement enhances the probabilities of fulfilling expectations and goals. Simply current members give more and they seem to get more. Former members, while in 4-H, gain, in a sense even despite themselves.

Finally, what this distribution does show is that with two significant exceptions, the majority of youth in both groups do feel they have benefited

from the 4-H experience.

The two areas where less than a majority feel they have benefited are: help with personal problems and help with decisions effecting their futures. These are two areas which youth, particularly in our contemporary society, are very much in need of assistance.

In our attempt to learn more about why some youth leave and others remain in 4-H we asked a number of questions dealing with the types of clubs and the types of leaders experienced by both former and current members. We asked whether members of both groups were in co-ed clubs and found no differences. We asked whether they preferred co-ed groups and found no differences. The majority were in co-ed groups and about half in both groups said they preferred co-ed groups while the other half in both groups said it did not matter.

We asked whether 4-H members were too serious and found little agreement from either the former or the current members. Similarily only a quarter of both groups felt that there were too many younger youth in 4-H. Those in 4-H now are younger than those who were once in 4-H. Those who are no longer in 4-H were younger when they were in 4-H. Hence the age factor is not considered to be a serious problem.

Differences between the two groups began to appear when we compared responses to such items as:

"4-H members are snobby"

In this case ten per cent (10%) of 4-H members agree and twenty three per cent (23%) of former members agree.

"4-H activities are too babyish"

Twenty one per cent (21%) of the current members and thirty per cent (30%) of the former members agree.

Although divergence in opinion does exist the total number in both agreeing with these statements is small and the differences between the two groups is not great.

A more dramatic difference between the two groups is found in response to the statement:

"Most club activities are interesting"

Here agreement comes from the vast majority of current members (93%) but less than two thirds (63%) of the former members.

A second important difference is found in response to this statement:

"There is too much emphasis on competition and winning"

Here there is agreement from forty three per cent (43%) of the current 4-H members and sixty six per cent (66%) of the former members. Of importance here is not only the variation between the two groups but the fact that almost half of the current members believe that there is too much competition and winning emphasis in 4-H. Assuming that agreement with this statement does represent a dissatisfaction with 4-H it would be the one negative characteristic of 4-H most mentioned by current 4-H members. In other words this is the one issue which seems to generate the greatest dissatisfaction or concern among young people currently in 4-H. It is also the one item which seems to unite the former members of 4-H.

It might also be appropriate to add at this time that the second factor most likely to bring about expression of dissatisfaction is "keeping records." In this case the resentment is much more likely to come from current 4-H members (54%) than from former members (38%). What both groups seem to be saying is that competition, striving for awards and ribbons, and the logistics involved in book keeping are not of salient value. That the pressures on winning and the pressures to maintain

records actually detracts from the value and relevance of the 4-H experience. What most youth see as the most desirable aspects of 4-H were the opportunities to learn new skills by working on projects, the opportunity to work with and interact with peers, and the opportunity to be exposed to new and different experiences.

With regard to leaders the majority of current 4-H members feel that club leaders are friendly (94%). Among former members there is less in the way of consensus with sixty nine per cent (69%) agreeing with this statement.

Former members were also more likely to say that 4-H leaders were not able to understand youth (20% as compared to 17% of current members.) More important, perhaps, an even larger number of former members believe that 4-H adult leaders did not try to understand them even though they had the ability to do so (36%).

Finally, in order to obtain some indication of the future plans of current members with regard to continued membership in 4-H we asked the question: "How long do you plan to remain a member of 4-H?" The responses were as follows:

6 Months	=	2%
1 Year	=	6%
2 - 4 Yrs	=	16%
4 Yrs or more	=	23%
Don't Know	=	53%
		100%

The distribution indicates that the majority do not know what their future 4-H status might be. More detailed analysis shows that those who say they

do not know are primarily males, over fifteen, from metropolitan areas. Those who state the four or more years preference are females, younger, and from rural or suburban counties. Age and sex are critical variables as is the availability of a variety of 4-H activities. Again, 4-H is most attractive to younger females and to youth who are in settings where there is a wide choice of 4-H activity opportunities.

Summary and Conclusions

The data presented in this chapter allows for the making of a number of observations. For one thing we find that county differences are quite important. The counties differ significantly in the range of activities provided and hence the range of opportunities provided to youth. We find that youth from large urban areas and youth from the more isolated rural areas receive least in the way of 4-H programming opportunities. Sadly, it is this group of young people who also have the fewest positive and productive free time activity alternatives available to them. They are the poorest group and they are in the kinds of settings where beneficial activities are most difficult to come by.

We find also that current members and former members differ significantly in their motivations for enrolling in 4-H and their expectations as to what benefits will be derived by participation in 4-H. 4-H members are under greater external pressure to enroll and their expectations come closest to matching what 4-H offers. They are also more likely to become involved in depth, they are more likely to participate in a range of 4-H activities, they are more likely to assume positions of leadership and responsibility.

We also have pointed out that for the most part most respondents have positive things to say about the 4-H experience.

The signs of disenchantment become most apparent over the issue of competition and the processes associated with award achievement. Both current and former members feel strongly that there is too much emphasis upon competition. Former members particularly see the emphasis upon competition as a screening out device. Leaders invest their energy and time with those youth who look like and are willing to behave like potential winners. Those who lack the ability, materials, or desire for competition tend to fall out of the 4-H system.

Finally, we have noted that there are two areas of critical importance to youth which do not seem to be dealt with by 4-H. One is the area of personal problem resolution. The second is providing youth with assistance in matters of educational, vocational, social, and psychological futures.

CHAPTER V: WHY THEY LEAVE 4-H

Throughout the body of this report we have sought to provide the reader with an understanding of why some youth enroll in 4-H while others do not enroll. We have also sought to identify the factors which appear to enhance membership continuation and those factors which contribute to the decision to leave 4-H. Two types of factors have been found to be of critical importance.

First, factors associated with the characteristics of the youth themselves. Secondly, factors associated with the characteristics of 4-H programs found in different American communities. As American youth are not a monolith-so 4-H programs are not a monolith.

As pointed out in other chapters there are differences in the characteristics and attitudes of those who enroll in 4-H and those who do not enroll in 4-H. For the most part those who enter 4-H are white, female, younger, from suburban homes, and of more middle class rural backgrounds. Those who leave 4-H are most likely to be older male youth.

With regard to personal attitudes, activities, and values those who are currently in 4-H tend to be more heavily involved in both in and out-of-school activities. They have the higher occupational and educational aspirations; they seem more responsive to peer and parental pressures; they are more task oriented; and they are more achievement motivated with regard to school grades and 4-H awards.

From the 4-H program side we also find several important relationships. As stated earlier 4-H programs are not equally distributed among all American communities. One result is that too many youth never have been provided with the opportunity of making the choice to enroll or not to enroll in 4-H.

Differences are also found in the quantity and quality of available 4-H

programs. Some communities, particularly those in large metropolitan areas, offer few program alternatives. Obviously, the fewer the programatic alternatives offered, the fewer the youth we can expect to participate in 4-H.

We also find great variation in the organization of the activities provided. In some cases the programs are well structured with leadership being provided by adults who are familiar with most aspects of the overall 4-H program structure.

Where there is good organization there is continuity in programs and a productive relationship between members, leaders and Extension staff working with 4-H. There is a working mechanism which allows for an exchange of ideas and a sharing of experiences. Unfortunately, good organization does not appear to be the norm. Rather in too many instances programs are sporadic with little in the way of communication between members, leaders, and county Extension personnel. In these cases programs are initiated by adults who have relatively little knowledge of 4-H; Adults, however well meaning, with limited understanding of the young.

The sporadic nature of 4-H programming emerges in yet another way. In the counties studied we find significant variation in the time spans in which programs are provided. While in some counties an abundance of programs and activities are provided on an almost a year round basis in other communities the offerings are sparse and limited to a one or two month time period.

Finally, we find dramatic differences in the quality of the programs being offered; quality variations in both the content of the program and leadership skills. The implications of these variations in program structure and quality will be discussed in greater detail in the final chapter of this report. We mention them here since they should serve as a reference point for the discussion

which follows. The data we now present deals more specifically with the reasons why former 4-H members say they left 4-H. In addition we will also provide data indicating what current 4-H members feel are the reasons youth leave 4-H. Again, we remind the reader that both individual and program factors are of importance in any attempt to understand why some youth leave and other youth remain in 4-H.

The great majority of our respondents, be they current or former members, are in 4-H for less than five years. Only six per cent (6%) of the former members and twenty three per cent (23%) of current members report being in 4-H for more than five years. The larger proportion among the current members would of course be expected. Of importance here is the fact that most youth enter 4-H sometime during the elementary school period and leave 4-H prior to entrance into high school. From other data we know that among those currently in 4-H there are many who plan on leaving 4-H once they do enter high school. We see then that 4-H is a program that despite its designed image-a program for youth- is primarily a program which attracts younger children. Older members represent in fact a small proportion of the total membership.

Further confirmation of the finding that attrition is highest during the transition period of entrance into high school is found in data dealing with when former members dropped out of 4-H.

These data show that more than three fourths (76%) of former members dropped from 4-H during the period falling between the exit from junior high school and the end of the freshman year in high school.

Table V-1 provides information as to the reasons associated with departure from 4-H. The first column shows the responses of former members; the second column the responses of current members as to why they believe

people leave 4-H; and the third column which shows the differences between the two groups.

TABLE V-1

Reasons for Leaving 4-H

Per Cent

Reasons	Former Members (%)	Current Members (%)	Difference Between The Two Groups (%)
Too Busy with Other activities	61	75	+ 14
Boredom	47	77	+ 30
Lost interest in Activities	38	64	+ 26
New Friends outside of 4-H	27	45	+ 18
Disliked Leader	25	46	+ 21
Outgrew 4-H	24	66	+ 42
Friends dropped Out	22	58	+ 36
Too Busy with School Work	18	39	+ 21
Too Busy with Job	18	Omitted from 4-H questionnaire	- - -

The percentages in Table V-1 do not total one hundred since respondents could cite more than one reason.

The distributions provided in this table invite much in the way of hard data and much in the way of data for speculation. We begin with a discussion of the responses of the former 4-H members.

The only single reason which receives consensus from a majority of the respondents (61%) is "too busy with other activities." The activities included

here would be those centering around in school clubs and functions as well as activities outside of school. The heavy emphasis on "other activities" is not too surprising when we remember that a majority of the former members are adolescents in high school. This is a period of time when a great deal of time is devoted to peer and heterosexual activities. High schools offer a potpourri of clubs, dances, rallies, athletic events, and numerous other social and educational functions.

At the same time the adolescent sub-culture stresses the importance of participation in out-of-school activities with ones' peers.

These out-of-school activities are usually restricted to same age peers with minimal participation of adults.

Those who leave 4-H do not abandon an interest in clubs and activities rather there is a change in the activities and clubs in which they are interested. At least for these youth 4-H did not provide the types of activities which would retain the interests of these older youth. The current structure and content of 4-H programming could not compete with the expectations of the adolescent sub-culture.

The discrepancies between expectations in terms of the adolescent sub-culture and the offerings of 4-H are emphaiszed in the fact that almost half (47%) of the former members say "boredom" was a contributing factor to their departure from 4-H. Along with boredom we find the next most highly endorsed reason is "lost interest in activities".

These three reasons, "too busy with other activities", "boredom", and "lost interest in activities" represent the push-pull forces explaining attrition from 4-H.

The pulling factor away from 4-H is the appeal and demand of the adolescent sub-culture manifest in the response of being too busy with other activities.

The push factors away from 4-H are represented by the responses of being bored with 4-H activities and having lost interest in those activities.

The remaining reasons - with the exception of "found new friends outside of 4-H" receive less than a fourth of the endorsements of all former members. "Disliked leader" (25%), "Outgrew 4-H (24%); and "friends dropped out" (22%) are other push factors.

Less than a fifth of the respondents cite the pressures of school work and part time jobs as the major reasons for leaving 4-H. Hence while these two latter factors do help explain why some older youth do leave 4-H they do not have the saliency of the other reasons presented.

Based upon these data and written responses to the question,"If you could have changed one thing about 4-H which would have made you want to stay in, what would it be?" we would conclude that many youth would have remained in 4-H if it would have provided a structure and content more in line with the needs and expectations of older youth. 4-H does not lose most older youth because of the demands of school work or part time employment. Older youth are lost to 4-H because 4-H does not provide them with, what is to them, at least, a meaningful, relevant, and necessary experience.

Table V-1 also provides some interesting information as to the ideas that current 4-H members have about why people leave 4-H. The third column in the table, which deals with differences between the perceptions of current and former members, shows that in every instance 4-H members place a greater importance on the saliency of the stated reasons for why people may leave 4-H. In a sense, then, 4-H members over exaggerate each of the reasons related to why someone might leave 4-H. While former members do have reasons for leaving 4-H, there is little in their collective response which implies anger, bitterness,

or a denial of the value of the 4-H experience. Rather, their collective responses are quite reasonable, given where they were going and where 4-H was at, a parting of the ways made sense. Current 4-H members attribute to former members a degree of negative feelings that are not substantiated by the hard data. They are very likely to see former members as individuals who left 4-H because they were bored (77%); because they lost in activities (64%); because they disliked leaders (46%); and because they outgrew 4-H (66%). Someone would argue that the former members are not willing to admit just how negative they are about 4-H and the current members are being more honest and realistic.

We would be forced to disagree with that type of explanation. Our data, again based upon the survey and personal interviews, would strongly counter such an interpretation. We would explain the intensity of the perceptions of 4-H members in two ways. First, because they still do have a committment to 4-H, current members probably find it difficult to believe that others would leave 4-H without precise and serious negative reasons. Hence, they would tend to overload the push and pull factors. Secondly, the responses of the current members represents a kind of projective test. In asking current members why others would leave 4-H, the current member looks to himself and asks "what are the reasons which might lead me to leave 4-H." The responses of 4-H members can, we believe, act as a barometer indicating the concerns of current members. Assuming that such an interpretation might hold some validity it might be helpful to discuss the various reasons in greater detail. The two mentioned most frequently by current members are, "too busy with other activities", and "boredom". These are the same two reasons endorsed most frequently by former members, although at a lower level of consensus, given this consensus we would suggest that both reasons may act as fairly good predictors of an individual's

mood with regard to 4-H. The next two reasons cited most frequently by current members are "outgrew 4-H" and "lost interest in activities". A more detailed analysis of these data show that the current members most likely to select these reasons are males over the age of fourteen. Control for sex and age of the current member shows clearly that the older the current member the more likely the projecting of the "lost interest in activities" and "outgrew 4-H" reasons. In each case males more so than females will cite these reasons. Similarily, we find that for the oldest of the current members, the reason, "friends dropped out" is most frequently mentioned. Given the importance of peers, this projected reason is of particular significance. Older members are in fact saying "as my friends go so go I". The friends factor is yet another good predictor of how current members might be feeling about their 4-H status when current members see that their friends are leaving 4-H. Push to leave is increased.

The frequency of endorsement of several other reasons are also worthy of more detailed discussion. Almost twice as many current members cite, "disliked leader" than was the case with former members. We would speculate that this is the response of current members who feel a particularly close relationship with their leaders. For these individuals only a break with the leader seems an appropriate reason for leaving 4-H. That far fewer former members selected this reason is probably explained by the fact that far fewer former members had close association with leaders.

We also find that current members are more likely than former members to cite "too busy with school work." The difference between the two groups is no doubt attributed to an earlier finding that current members are more concerned about academic achievement and to hold the higher educational aspirations.

The fact that 4-H programs are not randomly distributed among all counties would suggest that county differences will exist in the reasons people give for leaving 4-H. Such is the case when we do control for the county program in which former members were enrolled.

For example, former members from Delaware County (the urban area with the fewest programs) were less likely than other youth to give "boredom" as a reason for leaving 4-H. For these young people it was not so much boredom but a feeling that they had "outgrown 4-H". They did not find the programs boring. Rather, they were absorbed with the few programs offered as long as those programs met their developmental needs. As they grew older and no other programs were made available to them, they had no choice but to leave feeling that they had in fact outgrown the 4-H program.

The former members most likely to mention "boredom" as a critical factor were those from the rural and suburban counties who were: A) not interested in animal and farm related projects; and B) those not motivated to compete for awards.

"Too busy with other activities" was the response made most frequently by youth from the suburban county. It might be recalled that the young people from this county were of the highest socio-economic status. Their relative affluency no doubt enabled them to engage in a greater range of activities than would be the case with lower income youth. Secondly, the high school located in the suburban community provided much more in the way of school related activities than was the case with either the rural or urban high schools. "Part time job" as a reason for leaving 4-H was most often mentioned by youth from the rural county. Both the lower economic status of these youth and the fact that some were required to perform on the farm chores contributes to this

group coming out highest on the "part-time job" factor. We find also that regardless of county those youth who are most likely to cite, "no activities of interest" or "did not like leaders" are males and males and females who believe that 4-H places too much emphasis on competition.

Moving from the quantitative data provided by Table V-1 we will now deal with written responses to the question, "If you could have changed one thing about 4-H which would have made you want to stay in, what would it be? The analysis of such data is made more difficult because respondents do express a multitude of opinions. At the same time the written commentaries do provide valuable information since the respondent is not forced to comply with any one set of responses. In other words the open ended statement allows the respondent to establish his or her own priorities and to present these sentiments in his or her own way. A content analysis of the written responses allows for the construction of four different attitudinal categories.

These are I. Nothing: Respondents who simply stated that there was nothing 4-H could have done to motivate the respondent to remain in 4-H.

II. External Factors: Respondents who say that 4-H could do little to influence their decision with regard to 4-H since there were external pressures which compelled them to leave 4-H. Such reasons as: "My schoolwork was so bad my mother made me quit"; "I had to get a part-time job so I could save for my vacation"; "My mother was sick so I could not get to the meetings"; and "we moved away and I just couldn't get there any more."

III. Individual and Social Factors: Respondents who say they left 4-H because the program offerings were not in consensus with their individual and social needs. Generally, this category included responses related to the

respondents age or sex. Examples included would be: "It was o.k. when I was younger but there was nothing for a kid in high school"; "If they would have programs for boys and not so much like sewing and cooking"; "It's for kids and I would feel funny unless I could be with kids my own age"; "they should have activities that are more for older students"; "If they had some things that could bring together older kids, I mean things that give boys and girls a chance to do things together"; and "they should have activities that will help me decide about college or what I am going to do after I finish school."

IV. Programatic Factors: Responses that deal with changes in the structure, availability, and process of 4-H. For example, "they need leaders that understand kids and leaders who can help kids"; "they should cut out all the record keeping"; "If they would have less competition and picking out special kids"; and "I left 4-H because they just stopped having projects."

The example cited for each of these categories are direct quotes from the responses of former members of 4-H. Again, while the responses were many and often diverse in content we do feel comfortable with the four categories established. It should be noted that in some instances respondents cited more than one sentiment and hence the response could have been placed in more than one category. In such cases the first expressed statement was the one utilized for category placement.

The distribution in terms of responses made indicates that the majority of statements fall into the latter two categories: individual and social factors; programatic factors. Relatively few respondents stated that nothing 4-H might do would alter their decision to leave 4-H. The category of external factors does reflect the sentiments of about fifteen per cent (15%) of the total sample of former members. The category Individual and Social Factors represents the

statements of almost half of the respondents. The Programatic Factor category includes the statements of all other respondents, about thirty per cent (30%).

The overall tone and quality of the responses would support an earlier observation that few former members look back upon the 4-H experience with anger or disenchantment. Rather the nature of the statements as well as the quantitative data would strongly suggest that the majority of former members would not have left 4-H, if some alternative would have been provided. One gets the distinct impression from these data that these youth did not drop 4-H but rather in many instances these youth were dropped by 4-H. Many of our respondents found themselves in a situation where 4-H was no longer providing programs, projects, and activities which were in step with the needs, expectations, and desires of these young people.

A sampling of quotes from the written statements dealing with changes which might have altered the decision to leave 4-H may help in a more dramatic manner to illustrate the point we are attempting to make. A sixteen year old female from the rural county wrote:

> "No one seemed to care if I dropped out. If 4-H wanted to keep me in the program then a leader or someone should have acted that way. 4-H should keep members informed about when there are going to be meetings."

A fifteen year old male from the suburban county,

> "4-H should have programs that are for older guys. So much of it was girl stuff. There should be sports and automobile repairing and more chances for meeting with girls."

A fifteen year old female from the urban county:

"They should think of a time when I could get there. When you have school and have to do other things you can't just go during after school. If they had things on Saturday it would be a good idea."

A seventeen year old male from the urban county,

"Too much stuff on animals. They should have things that will help you learn about jobs and problems."

A fifteen year old female from the suburban county:

"Less babyish and let the members make decisions."

A fourteen year old male from the rural county,

"get leaders who don't choose favorites".

A fifteen year old female from a rural county,

"I wouldn't change anything about 4-H; it was fun when I was little. Now I want to do other things. I want to be with older kids and 4-H is for the little kids".

Finally, a seventeen year old male from the urban county:

"4-H could be a really good thing for a lot of people, young people who don't have much to do. It could help young people with their problems, like help with problems of drugs and school. If 4-H had something that helped me I would not quit".

The comments dealing with what 4-H might have done are valuable since they do reflect upon the attitudes and concerns of those who were once in 4-H.

Other data of an open ended type were also collected. In this case from all respondents regardless of their membership status.

The final question asked of each respondent was:

"Please briefly describe below the kind of club, activity, or program that you would like to see started in your community."

As would be anticipated the responses to this question covered a wide range of ideas, interests, and needs. Differences in focus were very associated with differences in age, sex, and county. The older the respondent the more the emphasis upon athletic programs, activities involving members of the opposite sex, activities and discussion groups directed at helping youth in matters of drugs, careers, education, and heterosexual relationships. Older males particularly would like to see clubs that center around automobile maintenance and repair. Younger respondents stress athletics, outings, and clubs where"kids can do a lot of different things".

County variations are, as noted above, quite apparent. Youth from the more isolated rural areas would like to see almost any type of organized activity which would provide them with something to do with their free time. For these young people current free time alternatives are virtually non-existent, for many current out-of-school activities are limited to'hanging around'town squares, local drug stores, or going for car rides. Respondents from urban areas stressed the need for organized programs for younger children as well as activities for older youth. For youth from inner-city areas there are few healthy, safe, or meaningful opportunities for organized activities or supervised out-of-school programs. There are few recreational parks and resources for organized free time pursuits are few and far between.

Interestingly enough we find very little difference in expressed desires for clubs and activities when we control for membership status. In other words be they current members, former members, or respondents never in 4-H, there is a consistent request for new or additional clubs and activities.

The variation between the three groups are minimal once we control for age, sex, and county. Again--differences in the content or focus of the desired club or activity does vary among youth of different ages and of different sexes.

The most significant difference is in the tone of the written statement. The more affluent youth, the suburban youth feel it would be "nice" to have additional activities and clubs. In a sense more organized activities for this group represents the frosting on the cake. For poorer youth, rural and urban, the expressed desire for helpful and interesting activities, represents a more basic need. These youth have nothing or precious little. Their suggestions are presented in almost a pleading and desperate manner.

Prior to the presentation of examples of direct quotes from the questionnaires two summarizing points should be made.

First, regardless of their membership status or county most respondents would like to see the establishment of a place-building, store front, or house where "kids could just get together." A place to meet and talk. A place where they can dance, if they so desire. A place where they could play ping pong, checkers, or chess; simply stated, "A place to go."

Secondly, regardless of their membership status or county, but most true of in high school youth, there is a desire for a club setting which would enable youth to receive assistance in problem solving. More specifically problems dealing with inter-personal relationships, education, and career futures.

> "We need a place where you could rap about whats happening. Like the whole business of drugs." (16 year old suburban male)

"There's nothing to do in the summer. Nothing is happening except on the streets. There should be a club for sports and things. It is really bad for the little kids too." (17 year old urban male)

"Our community needs a youth center. Nothing fancy...an old house would be o.k. A place where young people could meet, listen to records, or dance." (15 year old rural female)

"There is nothing here once school closes. Some kids can get away but most can't. The town should have a program of things to do. Maybe going on hikes or learning new things." (a 16 year old suburban female)

"It would be good to have a club for learning to make things. Woodwork or copperwork." (15 year old rural male).

"A club that is not like school. A club where kids can get together and talk. A club where you can do things and learn. I would want to be in a club where you could help other people." (a 14 year old rural female)

"Be good to have a club which could help people like me. There are a lot of things happening that I want to know more about. You can't talk with the teachers and a lot of time my folks don't have the time." (15 year old urban female).

"My friends and I tried to start a club, just a friendship club. But we could not find a place to meet. We didn't want to be in a church group. We wanted to just do things together,

have some fun. Girls can't go anywhere". (14 year old rural female).

"They got Boy Scouts and other clubs for little kids. There should be a club which is interesting for older kids". (15 year old suburban male).

Summary and Conclusions

In this chapter, "Why they leave 4-H" we have attempted to accomplish several purposes. One was to deal with the hard data pertaining to the reasons former members say they have left 4-H. These data show that the majority of former members move out of 4-H because 4-H no longer provides them with the programs, activities, and settings which they see as being appropriate for adolescents. We do not get the feeling that these former members are bitter about 4-H nor do they consider the time spent in 4-H a waste. Rather movement out of 4-H was a natural and logical next step given the nature and form of their 4-H groups and their entrance into a different social and psychological developmental stage.

The softer data based upon written comments suggests that a number of these youth, how many we can really not say, might have remained with 4-H if the program would have been modified or enlarged to meet their changing needs and expectations.

Responses to the question asking what kinds of community, youth activities should be established makes clear that most young people feel more is needed. Not one respondent suggested that nothing more was needed. No one young person in this study proposed that there might already be sufficient youth centered programs and activities.

The data more than suggest that while some youth have a relative abundance

of worthwhile programs, clubs, and activities to choose from. Many others are without alternatives. The deprivation of worthwhile and wholesome organized programs is of course relative. The more affluent the youngster the greater the range of choices. The poorer the individual the greater the deprivation. There is greater access to free time resources for suburban youth, less in the way of access for those who live in isolated rural areas and inner-urban communities. There is greater choice for males. There is less opportunity for females, particularly females in high school.

Finally, many young people seek organized clubs and activities which will serve two purposes. First, a setting for young people to meet, make friends, talk, and do things as a group. Secondly, a setting and program where young people can obtain information and assistance with questions and problems which are of importance to them.

CHAPTER VI: CONCLUSIONS AND IMPLICATIONS

Our purpose here is not to review and summarize once again the data presented in previous chapters of this report. Rather our purposes in this final chapter are really three-fold:

1. To highlight and provide a specific focus upon the more policy related findings of this research.
2. To identify the policy and programatic implications of this research.
3. To propose policy programatic actions which might be taken by 4-H in order to bridge the gap between the research findings and the expressed goal of involving an older and more pluralistic population of youth in 4-H.

I. Policy and Programatic Related Findings

If we were asked the question, "In what ways do young people in 4-H differ from young people not in 4-H?" we would, based upon this research, respond in the following ways:

A. 4-H members represent a highly selective and limited segment of the youth population.

B. Utilizing an age base of thirteen to eighteen they are predominantly quite young. In terms of development much more pre-adolescent than adolescent.

C. 4-H members do not reflect regional youth distributions with regards to sex, race, ethniticity, and socio-economic status. The 4-H membership is disproportionately female, white, Protestant, and middle class. There is a significant under representation of males, non-whites, Catholics, Jews, and young people from lower income families.

D. 4-H members are heavily concentrated in farm and suburban communities. Youth from the more isolated rural areas, small non-agricultural

communities, and major urban centers are under represented.

E. 4-H members are more highly motivated with regards to academic achievement and task accomplishment.

F. 4-H members, more so than non 4-H youth, have higher occupational and educational aspirations.

G. 4-H members are more other directed in that they place a greater importance upon the assessments made of them by parents, teachers, and other adults.

H. 4-H members tend to be more traditional than other youth in acceptance of the authority of adults and institutions such as the church, the school, and the government.

As noted throughout this report, certain of these observed contrasts are no doubt very much related to the differences between 4-H and non-4-H youth in matters of age and sex. Yet even with the intervening impact of these two factors (age and sex) we would still answer the question in the same manner. In other words even among older, male members of 4-H we find these same differences when they are compared with older, male youth who are not members of 4-H.

If the next question put to us was, "Why do some youth not join 4-H?" we would answer in the following way. Although there are a number of explanations the major reasons are first, they were never asked to join 4-H; and secondly, 4-H did not provide the kinds of activities which would be of relevance or of interest.

Finally, if we were asked the question, "Why do young people leave 4-H?" we would respond by saying that the question was inappropriate and in need of rephrasing. The question is not why they left 4-H but rather why 4-H left them. Perhaps the most startling finding of this research is that 4-H does not keep pace with the

growth and development of its older members. That 4-H is structured in such a manner that it precludes continuous involvement upon the part of most older youth. That the nature and content of most 4-H activities are such that they do not provide a meaningful place for young people who have moved into adolescence. In a sense 4-H provides a contradiction for many young people. While 4-H official guidelines call for membership of even college age youth, much of 4-H program and process is specifically directed at junior high school students. Herein lies the 4-H contradiction-a serious discrepancy between image projected and product provided. It may be that 4-H officials are not really aware of this discrepancy between projected image and program reality. It may be that the attrition of older youth from 4-H has been part of a long and therefore undetected process. Certainly 4-H has not sought overtly or consciously to lose high school age youth from its ranks. Still, the data, both quantitative and qualitative, make it extremely clear that the loss of older youth stems primarily from a failure on the part of 4-H to provide these youth with activities of substance and meaning. The youth who do remain in 4-H during and beyond high school represent a small and very select group.

The small group of young people who do remain in 4-H through adolescence are usually those who have most thoroughly internalized adult values promoted by 4-H and expectations. Usually they are people who entered 4-H while in elementary school or junior high school. They are young people who were eagerly involved in numerous 4-H activities. They also tend to be those members who were most committed to the earning of awards. As time passed these same youth moved into positions of leadership in 4-H and were also likely to participate in special regional and state activities. They remained in 4-H because they were able to carve out a status which fit in nicely with their developmental stage. Within 4-H they were able to find roles and activities which separated them from the roles and

activities of the younger members. There was not a lack of connection between membership in 4-H and adolescent status.

Again, those who remain in 4-H during late adolescence are a select group. They are those whose committment to 4-H at an early age encouraged the desire to seek out and find a place in 4-H as they moved through high school.

Such is not the situation with most young people who enter 4-H. Rather remaining in 4-H while in high school represents the exception and not the rule. The majority enroll in 4-H for a limited period of time, are involved in a limited number of activities, and have only a limited commitment to 4-H. Their experiences are not of a type which encourages, as in the case of those who stay in 4-H, a desire to seek out a post junior high school comfortable status within 4-H.

There are other factors which contribute to our conclusion that it is 4-H which leaves its members and not its members leaving 4-H.

We have already pointed out that our data show that 4-H programs are geared most directly toward children and pre-adolescents. The programatic content itself does not enhance the participation of older youth.

We have also pointed out that the lack of variety in project and programatic offerings minimizes participation on the part of older youth in general and males more specifically.

Another factor which precludes involvement of older youth is the heavy 4-H emphasis upon awards and competition. As pointed out in the body of this report even those who remain in 4-H declare that this stress upon awards, competition, and related bookkeeping is a most unsatisfactory aspect of 4-H. Too often the satisfaction which comes with cooperative task accomplishment, peer interaction, and friendship is over shadowed by the prevailing climate of competition. The end result is that those who do not have the desire to compete and those who do

not have the resources to compete are isolated and in a sense pushed out of 4-H.

The prevailing theme of competition and award winning is reinforced by adult leaders. Evidently prestige and status goes to the leader who produces "winners." Given this type of value system it is not surprising that adult leaders will work most diligently with those 4-H members who are most able and most willing to compete.

Competition and its by products are not necessarily the ingredients which many young people want to see in a voluntary organization. These youth, particularly those in high school, already are confronted with sufficient demands to compete and achieve. They must compete in order to achieve passing grades in school. They are expected to compete in any one of a number of school associated extra curricular activities. They are increasingly being compelled to compete for scholarship and part time jobs. Competition becomes the hallmark of a highly industrialized society, with more and more people competing for rapidly dwindling resources.

It makes sense than that these young people will look for leisure time activities which do not demand competition. Certainly they will seek out those activities which do not penalize the individual for lacking the interest or the wherewithal to compete.

Yet another factor which contributes to the separation of 4-H from older youth is the inability of 4-H to help meet the more personal-but still-salient needs of young people. While 4-H cannot be all things to all people, it must recognize that adolescence is a unique stage of life, particularly in a rapidly changing society such as ours, the transition from pre-adolescence to adolescence to adulthood is a most complex and too often traumatic process.

Changes in the nature of education, sex roles, work, and life styles are prevalent. These changes are very much felt by young people. They are issues with which the young must be concerned. They are issues which need to be understood by and dealt with by those who work with young people no matter the setting.

They are not issues which have been given adequate attention by 4-H. Nor are they issues which have been understood or dealt with by most other institutions or organizations which work with young people. Here, however, our concern is with 4-H and 4-H has been remiss. The problem is not resolved by declaring that such matters are not the purview of 4-H. Nor are the problems resolved by simple and singular strategies. Whether 4-H likes it or not young people bring their feelings, anxieties, apprehensions, and hopes with them no matter the organizational guidelines, preferences, or expectations. The issues are there and there is no escape.

A final factor is that of adult leadership. Our data are restricted to respondents' assessment of local adult volunteer leaders. Hence our empirical observations should be restricted to assessments of that group alone. Yet we believe and we think most adults in 4-H would agree, no matter their role or status in 4-H, that the behavior of adult volunteer leaders does not and should not occur in isolation. Adult club leaders are selected by Extension staff working with 4-H. County agents are selected and trained by other adults in the 4-H organization. So the process goes up through the entire national organization. In reality if local leaders are not adequately prepared, if local leaders are not adequately trained and supervised, if local leaders are neglecting, alienating, or isolating certain youth, and the responsibility must and

should go beyond the local leader. The inadequacies of local leaders is, we propose, a reflection of the inadequacies which exist at all levels of the 4-H organizational structure.

Our data more than suggest that in too many instances 4-H local adult leaders have not been adequately prepared for the task of working with young people. In too many instances there is a lack of communication among leaders and between leaders and county agents.

Our data also strongly suggest that at the county level there is a lack of consensus as to the goals and purposes of 4-H. That programs tend to exist in isolation from one another, that clubs are organized in a fairly haphazard manner with little certainty of continuation. Our data would also suggest that in too many instances significant numbers of young people have been unnecessarily excluded from or dropped from 4-H.

II. Policy and Programatic Implications

There are a variety of policy and programatic implications which can be derived from these data. We will focus upon those most directly related to the purposes of this study. Again our task was to attempt to determine how 4-H could most objectively reach and involve a more diverse older population of youth in 4-H. By older it was meant adolescents between the ages of 13 and 19. By diverse it was meant non-white youth, youth from lower income backgrounds, youth from inner cities and relatively isolated rural areas. In general, then, the kinds of young people who for whatever the reasons have not, traditionally at least, been part of 4-H.

We have noted that there are certain differences between 4-H and non 4-H members in the sociological and more psychological characteristics. We have also pointed out that certain of the differences in psychological or personal

characteristics are probably accounted for the differences in age between the two groups. At the same time we also noted that certain differences were to be expected given the nature and goals of 4-H.

Hence 4-H would attract a disproportionate number of white younger youth, females, and youth living on farms. We concluded then that 4-H was in fact fairly successful in recruiting the kinds of young people for whom 4-H had been established. The problem for 4-H is not one of recruitment given the desire of maintaining a membership which is predominantly white, younger, female, and farm centered. If such is the goal 4-H need change very little in its programatic offerings and policies.

If the goal, however, is the expansion and broadening of the 4-H membership population then there are policy and programatic implications. Two separate issues are in need of discussion. First, is the issue of reaching a more diverse youth population. Past performance makes clear that 4-H does have the knowledge and programatic capacity to attract youth. If 4-H seeks to reach inner city youth, youth in small towns and villages, non-white members, lower income members then 4-H should begin to implement programs in those communities where lower income and white and non-white youth are residing.

Simply stated, 4-H has failed to reach these young people because 4-H has not provided these young people with programs. It is not a case of 4-H being in these communities and the youth in these communities rejecting 4-H. The potential membership is there and the evidence is that these young people are more than willing to give 4-H a chance.

Similarly, older youth, in all kinds of communities and from all kinds of

backgrounds are there and eager to give 4-H a chance. Again, our data show that the vast majority of those who have dropped from 4-H did so not as a result of dissatisfaction with 4-H. The majority expressed either positive or neutral attitudes toward 4-H. Many former 4-H members, we believe, would have remained in 4-H if 4-H would have adjusted to their adolescent needs and expectations. Many would have remained if 4-H had only gone so far as to provide these youth with program opportunities.

Such is also the case with older youth who have never been members of 4-H. Most have either no knowledge of 4-H or the knowledge they do possess is relatively favorable. In both cases, be they former members or never members, there is an expressed desire for organizational and club involvement.

If 4-H is to attract and retain older youth it must develop the kinds of programs and policies which will be appealing to and meaningful for older adolescents. These programs should deal with personal problem resolution, decisions and plans for the future. It follows that older youth can and should be involved in identifying and planning the kinds of programming that will appeal to themselves and their peers. Furthermore these older youth can carry out the organizational functions of their clubs or groups. The adult leader role here could be more of an advisor role, rather than a teacher-leader role.

A third policy and programatic implication stems from our findings about competition. 4-H must seriously consider its position with regard to the entire business of competition and awards. Our own prediction would be that the greater the continued thrust on competition the less the liklihood of reaching and holding a broad based membership.

A fourth and final programatic and policy implication is derived from the data dealing with 4-H leadership. Again we are forced to take the position that

the maintenance of the current status quo with regard to the selection, training, and supervision of 4-H adult leaders will do little to achieve the goals of reaching an older and more diverse youth population. Failure to better organize and operate 4-H activities will not bring about desired change. Finally, failure to achieve consensus as to the goals of 4-H among all levels of the 4-H organization will lead to continued failure in the building of an organization which does in fact offer membership opportunities to all eligible youth.

III: Recommendations for Programatic and Policy Actions.

It would be incorrect and inappropriate for one reading this report to conclude that 4-H has failed in its mission to be of relevant service to American youth. Such a conclusion would neither do justice to the data collected in this study nor would it do justice to 4-H. For many decades 4-H has been at the forefront in providing young people with skills, learning experiences, friendship, and counseling. In many cases 4-H was the only organization offering club opportunities to rural youth.

4-H has also been a pioneer in working with volunteers and in efforts directed at enhancing relationships and understanding between the generations.

4-H has been an organization that has sought to bridge the gap between youth and their communities. It is an organization that has enabled young people to work in settings where while developing their own individual skills young people could make a contribution to their neighborhood, community, county, state and nation.

More recently recognizing the needs and problems of non-white youth and inner city youth, 4-H has attempted to reach these young people.

4-H is not spared the problems faced by other institutions and agencies which seek to expand their services. 4-H is not spared the difficulties and

frustrations which come to those who seek to work with and understand comtemporary American youth. 4-H has budget restrictions; 4-H has limited financial and human resources; 4-H cannot be the one organization which can fulfill the needs, expectations, aspirations, and desires of all youth.

We of course can appreciate the organizational constraints as well as the magnitude of the problem.

The recommendations being made here are offered as points for consideration. They are ideas and notions which stem from our research. They are recommendations which are motivated by our belief in the potential of 4-H-and by our committment to American youth-our recommendations then are not to be interpreted as criticisms of 4-H. 4-H has, we believe, more than adequately fulfilled its obligations to the young people it has reached. Our recommendations are directed at steps 4-H might consider given the new mission of reaching an older and more pluralistic population of youth.

A. 4-H at the highest programatic and policy levels needs to determine the extent of its committment to the goal of reaching older and more diverse segments of the youth population.

B. Given consensus in such a goal an assessment must be made of current resources which can be utilized toward achievement of that goal. Clearly, in some cases there will be a need for a re-ordering of priorities and a need for trade offs. Investment of resources in one area may well call for a decrease in resource investment in some other area.

C. The decision to reach, recruit, and maximize retention of an older and more heterogeneous youth population must be clearly communicated to all elements of the 4-H organization. Compliance to propositions and actions of change are enhanced when there is minimal evidence of ambiguity upon the part of those

who have responsibility for policy formulation. If club leaders, county agents, or state program directors perceive the mandate as little more than a request, probabilities of concerted action are minimized.

D. 4-H policy and program developers must determine how such an effort is to be undertaken most effectively. Our own recommendation would be that 4-H fund a series of pilot projects directed at identifying and resolving the many problems involved in meeting these new membership goals.

Ideally, these pilot projects would be directed at the development and implementation of programatic strategies geared to maximize the goal of the involvement of an older and more diverse groups of youth. These pilot projects should also include an evaluative component. Through evaluation we can more systematically assess the effectiveness of the various strategies and be in a better position to make corrective changes.

Based upon our research and the policy-programatic implications derived from the research we would suggest that consideration of the following local level recommendations would be productive:

E. Introduction of a broader range of 4-H programs into urban and isolated rural areas. The purpose here would be two-fold. First, to provide an avenue for entrance into 4-H for youth who have no or limited access to 4-H. Secondly, to make some assessment of the kinds of current 4-H programs and projects which meet with responsiveness from these particular youth populations.

F. Introduction of 4-H activities and projects specifically directed at the recruitment and involvement of older youth. Two types of innovations are being suggested. First, the modification of certain current 4-H programs and projects. Secondly, the development and introduction of new and different 4-H programs and projects. In both cases, the end goals are similar, the continued involvement of older youth. In the first instance, the task would be to modify and re-structure current 4-H programs and projects in a manner which would

enhance positive response from older youth. Examples might include a de-emphasis upon competition; a greater involvement of members in determining how clubs are to function; greater emphasis upon co-educational groups; and an increase in interaction between various clubs.

Examples of new and innovative programs would be clubs or groups which deal with issues of career counseling, educational guidance and inter-personal relationships. Similarly, consideration might be given to the identification of projects which allow members to learn more about the issues with which they are concerned.

The overall purpose would be to explore new approaches in both the nature and content of 4-H programs as well as new approaches in the structure and goverance of such programs.

G. The development of new leadership resources. In this case the goal would be to identify the possibilities of tapping new sources of club 4-H leadership. On the one hand would be the idea of utilizing older 4-H members as club leaders for younger groups of 4-H members. On the other hand would be the idea of perhaps utilizing advanced college students as leaders of adolescent 4-H groups. There has been some experience with such an approach and a number of colleges and universities do provide academic credit for students who participate in such volunteer activities.

H. Training for adult workers in 4-H. While major concern must be with leaders most directly involved in working with youth members there is a need for training on a much broader basis. 4-H staff at every level need systematic training pertaining to the current status of youth; training into how to most effectively interact and work with youth; and training in the dynamics of problem solving. Again, we would propose that such training be provided to all 4-H personnel regardless of status and role.

I. County Level Planning and Implementation In Conferences. The purpose here would be to identify the most effective means for the establishment of regular working conferences for county level 4-H personnel. The goals of these regular sessions would be to share ideas and experiences, discuss alternative programatic strategies, plan county wide activities, assess on-going efforts, and maximize overall communication among all 4-H personnel-professional and volunteer.

J. Exploration of cooperative efforts with other youth, concerned agencies, and institutions. The idea here would be to seek to maximize cooperation among and between other youth concerned community resources. Generally, while programatic content might differ these various agencies and institutions do have certain common goals--providing youth with assistance in problem solving, skill training, and the more productive use of leisure time. Cooperation efforts might include the sharing of facilities, joint leadership training, and cooperation in the conducting of community wide youth activities.

K. Programatic Flexibility. To meet the demands placed upon older adolescents who have part time work responsibilities and school related responsibilities, the exploration of programatic and project flexibility. Simply stated, the goal here would be to seek out meeting times which would be most acceptable to the maximum number of youth. In too many instances established meeting times, we have learned, conflict with other activities which young people cannot avoid.

These then are the recommendations we would make, given once again, the goal of reaching older youth and youth who traditionally have not been part of 4-H. Althought our research is based upon data collected from but a few counties in one state, we feel that our findings can be generalized to a much wider range of American youth.

Data collection is but the first step. The next and most critical step is the translation of these findings into workable and effective program and policy strategies. The study reported here is part one of a two part project. Part two consists of program development, in-service training and evaluation based on the implications and recommendations that came out of part one. A prime feature of part two will be the design, testing and evaluation of a model by which 4-H staff throughout the United States can develop more effective programs for youth. It is anticipated that part two will be underway by sping of 1974. We are convinced that 4-H has both the potential and the courage to take that next step.

APPENDIX

Dear Student:

You are one of 900 young people in different towns and cities in Pennsylvania who has been chosen to participate in this study. Its purpose is to learn more about the activities and ideas of students in junior high and high school. You will find a number of questions which ask about 4-H Clubs because the U. S. Department of Agriculture and 4-H Program of America are sponsoring this study.

We think you will find the questions easy to answer. Try to answer quickly, without spending too much time on any one question. Remember that this is not a test. There are no right or wrong answers. We are simply interested in your opinions and attitudes.

On most questions, you should be able to answer by circling the number next to the answer you choose.

For example:

Do you plan to go to college? (Circle one.)

yes.....1
no.....(2)
I don't know.....3

If you come to a problem, raise your hand and the research worker will try to answer your question.

All questions are confidential and will not be seen by anyone except the research staff at Pennsylvania State University.

Thank you for your cooperation.

David Gottlieb
College of Human Development
Pennsylvania State University

Robert L. Lewis
Cooperative Extension Service
Pennsylvania State University

4-H MEMBER

1. How old are you? (Circle one.)

10 or younger.....1
11.....2
12.....3
13.....4
14.....5
15.....6
16.....7
17.....8
18 or older.....9

(7)

---

2. What is your sex? (Circle one.)

boy (male).....1
girl (female).....2

(8)

---

3. What is your race or ethnic background? (Circle one.)

white.....1
black.....2
Puerto Rican.....3
Mexican.....4
Indian.....5
Other.....6

(9)

---

4. What grade are you in? (Circle one.)

6th or lower.....1
7th.....2
8th.....3
9th.....4
10th.....5
11th.....6
12th.....7

(10)

---

5. Where do you live now? (Circle one.)

farm.....1
open country, but not on a farm.....2
small town (less than 2,000 people such as Shoemakerville, New Bloomfield or Newport.....3
town (2,000 to 5,000 such as Hamburg).....4
suburb of a city (Media, Chi-Chester).....5
big city (Chester, Philadelphia, Reading).....6

(11)

---

6. Are your parents: (Circle one.)

married.....1
divorced.....2
separated.....3
mother dead.....4
father dead.....5

(12)

---

7. Which of the following jobs best describes your father's work? (Circle one.)

professional (doctor, lawyer, teacher, etc.).....1
store owner or manager.....2
salesman.....3
clerical, bookkeeper.....4
truck driver, laborer, mechanic, plumber, electrician, policeman, fireman, carpenter, factory worker.....5
farmer.....6
watchman, maintenance man, fruit picker, farm hand.....7
does not work.....8

(13)

---

8. Which of the following jobs best describes your mother's work? (Circle one.)

housewife.....1
professional (doctor, nurse, lawyer, teacher).....2
store owner or manager.....3
saleswoman.....4
clerical, secretary, typist.....5
bus driver, factory worker, beautician, seamstress, cook.....6
farmer.....7
laundress, house keeper, waitress.....8

(14)

9. Does your mother work full time? (Circle one.)

yes.....1
no.....2

(15)

---

10. When you get to high school (or if you are now in high school) which program will you be in? (Circle one.)

academic.....1
general.....2
business.....3
vocational.....4
I don't know.....5

(16)

---

11. Do you plan on finishing high school? (Circle one.)

yes.....1
no.....2
I don't know.....3

(17)

---

12. Do you plan on going to college? (Circle one.)

yes.....1
no.....2
I don't know.....3

(18)

---

13. What kind of a job do you hope to get when you finish your education? (Circle one.)

professional (doctor, nurse, teacher, lawyer).....1
housewife.....2
store owner or manager.....3
salesman or saleswoman.....4
clerical, bookkeeper, secretary.....5
truck driver, laborer, factory worker, seamstress mechanic, policeman, fireman, carpenter, cook.....6
farmer.....7
house keeper, waitress, watchman, maintenance man, farm hand.....8
I don't know.....9

(19)

---

14. Where do you want to live when you finish school? (Circle one.)

farm.....1
open country, but not on a farm.....2
small town.....3
town.....4
suburb.....5
city.....6
I don't know.....7

(20)

---

15. If you do any part time work for pay, which of the following best describes your work schedule? (Circle one.)

I work regularly more than 15 hours per week.....1
I work regularly less than 15 hours per week.....2
I work regularly only on weekends.....3
I work only during the summer.....4
I work once in a while.....5
I do not work.....6

(21)

---

16. Which of the following in school activities do you participate in? (Circle yes or no for each.)

	yes	no	
music (band or choir, etc.).....	1	2	(22)
language club.....	1	2	(23)
ecology club.....	1	2	(24)
athletics.....	1	2	(25)
cheerleading.....	1	2	(26)
newspaper.....	1	2	(27)
student government.....	1	2	(28)
career clubs (future teachers, future farmers, etc.).....	1	2	(29)
other (circle & specify)_____	1	2	(30)

---

17. How often do you participate in the above activities overall? (Circle one.)

I attend almost all meetings.....1
I attend some meetings.....2
I hardly ever attend.....3

(31)

---

18. Which of the following out of school clubs or activities do you participate in? (Circle yes or no for each.)

	yes	no	
boy scouts or girl scouts	1	2	(32)
church youth group	1	2	(33)
F.F.A	1	2	(34)
Grange	1	2	(35)
4-H	1	2	(36)
sports	1	2	(37)
boys' club of America	1	2	(38)
YMCA or YWCA	1	2	(39)
other (circle & specify)_____	1	2	(40)

---

19. How often do you participate in the above activities overall? (Circle one.)

I attend almost all meetings.....1
I attend some meetings.....2
I hardly ever attend.....3

(41)

---

20. How do you spend your leisure time? (Circle code number for very often, occasionally or never, for each response.) VO = very often, OCC = occasionally, and NEV = never.

	VO	OCC	NEV	
reading	1	2	3	(42)
taking lessons (music, art, tennis, dancing, horseback riding, etc.)	1	2	3	(43)
dating	1	2	3	(44)
hanging around with same sex friends (boys with boys, etc.)	1	2	3	(45)
attending school events (dances, sports)	1	2	3	(46)
working on cars, motor cycles, etc...	1	2	3	(47)
homemaking, cooking, sewing	1	2	3	(48)
pursuing creative hobbies such as playing an instrument, building models, arts & crafts	1	2	3	(49)
giving or attending parties with own age friends	1	2	3	(50)
family activities - parties, camping, etc	1	2	3	(51)
watching TV alone	1	2	3	(52)
watching TV with friends	1	2	3	(53)
watching TV with family	1	2	3	(54)
other (circle & specify)_____	1	2	3	(55)

21. How long have you been in 4-H? (Circle one.)

less than 6 months.....1
1 year.....2
2 years.....3
3-5 years.....4
more than 5 years.....5 (56)

---

22. How did you hear about 4-H? (Circle one.)

friends.....1
parents.....2
sisters or brothers.....3
other relatives.....4
television.....5
leaders came to school.....6
newspaper.....7
teacher.....8
other (circle & specify)_____9 (57)

---

23. Do you feel that while you were a member of 4-H you were able to: (Circle yes or no for each.)

	yes	no	
learn new skills	1	2	(58)
please my parents	1	2	(59)
meet new friends	1	2	(60)
meet people of the opposite sex	1	2	(61)
take trips	1	2	(62)
see something grow	1	2	(63)
learn responsibility	1	2	(64)
make something of my self	1	2	(65)
get help with personal problems	1	2	(66)
get help in deciding on my future education, work and career	1	2	(67)
have fun	1	2	(68)
other (Circle and specify)_____ _____	1	2	(69)

---

24. Which of the following describes your parents' involvement in 4-H? (Circle yes or no for each.)

	yes	no	
My mother is or was a leader.....	1	2	(70)
My father is or was a leader.....	1	2	(71)
My mother or father was a 4-H member as a child.....	1	2	(72)
My parents encouraged me to join 4-H.....	1	2	(73)
My parents discouraged me from joining 4-H.	1	2	(74)
My parents have not expressed anything about 4-H.....	1	2	(75)

C

25. Different people join 4-H for different reasons. Which of the following come closest to describing your reasons for joining 4-H? (Circle yes or no for each.)

		yes	no	
A.	My friends were joining or were already in 4-H.....	1	2	(7)
B.	I had nothing else to do.....	1	2	(8)
C.	I wanted to learn new skills.....	1	2	(9)
D.	My parents wanted me to join.....	1	2	(10)
E.	I had sisters or brothers in 4-H.....	1	2	(11)
F.	My mother or father was a leader.....	1	2	(12)
G.	I wanted to meet new friends.....	1	2	(13)
H.	I wanted to meet people of the opposite sex.....	1	2	(14)
I.	I wanted to have fun.....	1	2	(15)
J.	I wanted to take trips.....	1	2	(16)
K.	I wanted to go to see something grow.....	1	2	(17)
L.	I wanted to learn responsibility.....	1	2	(18)
M.	I wanted to get help deciding on my future education, work and career.....	1	2	(19)
N.	I wanted to make something of myself.....	1	2	(20)
O.	I wanted to get help with personal problems.....	1	2	(21)
P.	Other (circle & specify)_____ _____	1	2	(22)

26. Of all your reasons for joining 4-H, which of the above would you consider to be the most important? (Write the letter which is to the left of the above reason.)

_____ (23)

27. What kind of 4-H club(s) do you belong to? (Circle yes or no for each.)

		yes	no	
A.	home economics (clothing, nutrition, home management)	1	2	(24)
B.	agriculture (beef, crops, dairy)	1	2	(25)
C.	equipment (electric, handy man)	1	2	(26)
D.	horiculture (garden conservation)	1	2	(27)
E.	Other (circle & specify)_____	1	2	(28)

28. Which is your favorite project? (Write the letter which is to the left of the above list of clubs from question 27.)

_____ (29)

29. Which of the following special events have you attended? (Circle yes or no for each.

		yes	no	
A.	Capital Days	1	2	(30)
B.	Farm Show	1	2	(31)
C.	Leadership Congress	1	2	(32)
D.	State Days	1	2	(33)
E.	Dress State Revue	1	2	(34)
F.	State Livestock Shows	1	2	(35)
G.	Kanesatake	1	2	(36)
H.	Other (circle & specify)_____	1	2	(37)

30. What was your favorite event? (Write the letter to the left of the event as listed above.)

_____ (38)

31. Which of the following local and regional events have you attended? (Circle yes or no for each.)

		yes	no	
A.	Round Up	1	2	(39)
B.	Local Dress Revue	1	2	(40)
C.	Demonstration and/or Public Speaker	1	2	(41)
D.	4-H Camping	1	2	(42)
E.	County Council	1	2	(43)
F.	Livestock Shows	1	2	(44)

32. Which of the above events was your favorite? (Write the letter next to the above event.)

_____ (45)

---

33. Have you ever been in any 4-H clubs which **both** have girls and boys? (Circle one.)

yes.....1
no.....2

(46)

---

34. How do you feel about having girls and boys together in 4-H clubs? (Circle one.)

I prefer to have girls and boys in the club.....1
I do not prefer to have girls and boys in the club.....2
It doesn't matter to me.....3

(47)

---

35. How often does your 4-H club meet? (Circle one.)

every week all year.....1
every week in the spring or summer.....2
twice a month all year.....3
twice a month in the spring and/or summer.....4
once a month all year.....5
once in a while.....6
other (specify)_____7

(48)

---

36. How often do you attend club meetings? (Circle one.)

I almost always go when there is a meeting.....1
I usually go when there is a meeting.....2
I sometimes go when there is a meeting.....3
I only go when something special is going on.....4
I hardly ever go to meetings.....5
I never go to meetings.....6

(49)

---

37. What do you like most about 4-H? (Circle one.)

The projects I work on.....1
Being with my friends.....2
Meeting new people.....3
Working for awards and ribbons.....4
Learning new skills.....5
Going on trips.....6
Other (circle & specify)_____7

(50)

---

38. What do you like least about 4-H? (Circle one.)

working on projects.....1
being told what to do.....2
being with the club members.....3
working for ribbons.....4
the leaders.....5
going on trips.....6
having to keep a record of activities.....7
other (circle & specify)_____8

(51)

---

39. For each of the following statements circle yes if you agree and no if you disagree.

	yes	no	
The leaders are really friendly.....	1	2	(52)
The leaders don't try to understand me...	1	2	(53)
The leaders are not able to understand me	1	2	(54)
Most of the club activities are interesting.....	1	2	(55)
The members are too snobby.....	1	2	(56)
The members are too serious.....	1	2	(57)
I have made new friends in 4-H.....	1	2	(58)
I have learned alot about responsibility in 4-H.....	1	2	(59)
There is too much emphasis on competition and winning in 4-H.....	1	2	(60)
There are too many younger members in my club.....	1	2	(61)
I do not have enough say in what the club is going to do.....	1	2	(62)

39. Continued

	yes	no	
The activities are sometimes too babyish..	1	2	(63)
The activities in 4-H have taught me new skills.....	1	2	(64)
A 4-H leader has helped me with personal problems.....	1	2	(65)
I wish 4-H had more activities.....	1	2	(66)
I wish 4-H had more meetings.....	1	2	(67)

40. If you could change one thing about 4-H, what would it be? (Write your answer below.)

_____

_____ (68)

41. Circle yes or no for each of the following questions.

	yes	no	
My closest friend is in 4-H.....	1	2	(69)
Most of my best freinds are in 4-H.....	1	2	(70)
My friends are pretty much divided between those in 4-H and those not in 4-H.....	1	2	(71)
Most of my friends are not in 4-H.....	1	2	(72)
Some of the people I am friends with in 4-H I am <u>not</u> friends with in school.....	1	2	(73)
I do not have many friends.....	1	2	(74)
My friends have dropped out of 4-H.....	1	2	(75)

C

42. The following statements are about 4-H club leaders. After thinking about adult leaders you have known, circle agree or disagree for each statement.

	AGREE	DISAGREE	
friendly.....	1	2	(7)
bossy.....	1	2	(8)
old fashioned, not really "with it"..	1	2	(9)
understanding of young people.....	1	2	(10)
concerned about young people.....	1	2	(11)
good in the activities they teach....	1	2	(12)
not willing to let club members make decisions.....	1	2	(13)

42. Continued

	AGREE	DISAGREE	
mostly helpful to only those members who want to win awards.....	1	2	(14)
willing to talk to me if I have a problem.....	1	2	(15)
encouraging me to stay in 4-H.....	1	2	(16)
too strict.....	1	2	(17)
provide too little direction.....	1	2	(18)

43. Which of the following are the kinds of things most young people you know seem most concerned about? (Circle yes or no for each.)

	yes	no	
grades in school.....	1	2	(19)
boy-girl relationships.....	1	2	(20)
getting along with parents.....	1	2	(21)
drugs.....	1	2	(22)
sports.....	1	2	(23)
friends.....	1	2	(24)
cars and driving licenses.....	1	2	(25)
problems like ecology, pollution.....	1	2	(26)
race relations.....	1	2	(27)
future plans.....	1	2	(28)
who am I.....	1	2	(29)
money.....	1	2	(30)
what people think about them.....	1	2	(31)
role in decisions about themselves.....	1	2	(32)
being lonely.....	1	2	(33)
being bored.....	1	2	(34)
planning what to do with their time.....	1	2	(35)
making something of themselves-fulfilling potential.....	1	2	(36)
world affairs.....	1	2	(37)
not much.....	1	2	(38)
other (circle & specify)_____	1	2	(39)

44. Which of the following are your major concerns? (Circle yes or no for each.)

	yes	no	
grades in school	1	2	(40)
boy-girl relationships	1	2	(41)
getting along with parents	1	2	(42)
drugs	1	2	(43)
sports	1	2	(44)
friends	1	2	(45)
cars and driving licenses	1	2	(46)
problems like ecology, pollution	1	2	(47)
race relations	1	2	(48)
future plans	1	2	(49)
who am I	1	2	(50)
money	1	2	(51)
what people think about them	1	2	(52)
role in decisions about themselves	1	2	(53)
being lonely	1	2	(54)
planning what to do with their time	1	2	(55)
making something of themselves-fulfilling potential	1	2	(56)
world affairs	1	2	(57)
not much	1	2	(58)
being bored	1	2	(59)
other (circle & specify)_____	1	2	(60)

45. When you have a personal probelm with which you need help who are you most likely to talk it over with? (Circle yes or no for each.)

	yes	no	
friends	1	2	(61)
a best friend	1	2	(62)
mother	1	2	(63)
father	1	2	(64)
a teacher	1	2	(65)
brother or sister	1	2	(66)
clergyman	1	2	(67)
4-H leader	1	2	(68)
relative or other adult	1	2	(69)
other (circle & specify)_____	1	2	(70)

46. Do you feel that most of the time you get the help you need with your problems? (Circle one.)

yes.....1
no.....2

(71)

---

47. Do you think 4-H should do more to help young people with their problems and concerns? (Circle one.)

yes.....1
no.....2
they already help alot.....3
I don't care.....4

(72)
C

---

48. Different kinds of people join different kinds of clubs. For each of the following please indicate whether you agree, disagree, or feel there is no difference between young people who are in 4-H and young people who are not in 4-H. (Circle either agree, disagree or no difference for each response. Agree - AGR, disagree - DISA and no difference = NO DIF.

4-H members are:	AGR	DISA	NO DIF	
more friendly.....	1	2	3	(7)
more honest.....	1	2	3	(8)
more immature.....	1	2	3	(9)
more religious.....	1	2	3	(10)
more "goodie-goodie".....	1	2	3	(11)
more serious.....	1	2	3	(12)
more respectful to adults.....	1	2	3	(13)
more likely to be teachers' pets.	1	2	3	(14)
more square.....	1	2	3	(15)
more concerned about the future..	1	2	3	(16)
better students.....	1	2	3	(17)
more concerned about problems like ecology, pollution or poverty....	1	2	3	(18)

---

49. You can only be a 4-H member until you reach the age of: (Circle one.)

14 years.....1
15 years.....2
16 years.....3
17 years.....4
18 years.....5
19 years.....6
I don't know.....7

(19)

---

50. How long do you plan to remain a member of 4-H? (Circle one.)

6 months.....1
1 year.....2
2-4 years.....3
more than 4 years.....4
I don't know.....5

(20)

---

51. Do you know anyone who has dropped out of 4-H? (Circle one.)

yes.....1
no.....2

(21)

---

52. Why do you think some kids drop out of 4-H? (Circle yes or no for each response.)

	yes	no	
They got bored with 4-H.....	1	2	(22)
Felt they had out grown 4-H.....	1	2	(23)
Too busy with other activities.....	1	2	(24)
Too busy with school work.....	1	2	(25)
Their friends were dropping out.....	1	2	(26)
No 4-H activities they were really interested in.....	1	2	(27)
They didn't like other kids in 4-H.....	1	2	(28)
They didn't like club leader.....	1	2	(29)
Their family moved away.....	1	2	(30)
They found new friends outside of 4-H.....	1	2	(31)
They were interested in only one activity.	1	2	(32)

---

53. Please briefly describe below the kind of club, activity, or program that you would like to see started in your community.

(33)

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Dear Student:

You are one of 900 young people in different towns and cities in Pennsylvania who has been chosen to participate in this study. Its purpose is to learn more about the activities and ideas of students in junior high and high school. You will find a number of questions which ask about 4-H Clubs because the U. S. Department of Agriculture and 4-H Program of America are sponsoring this study.

We think you will find the questions easy to answer. Try to answer quickly, without spending too much time on any one question. Remember that this is not a test. There are no right or wrong answers. We are simply interested in your opinions and attitudes.

On most questions, you should be able to answer by circling the number next to the answer you choose.

For example:

Do you plan to go to college? (Circle one.)

yes.....1
no.....(2)
I don't know.....3

If you come to a problem, raise your hand and the research worker will try to answer your question.

All questions are confidential and will not be seen by anyone except the research staff at Pennsylvania State University.

Thank you for your cooperation.

David Gottlieb
College of Human Development
Pennsylvania State University

Robert L. Lewis
Cooperative Extension Service
Pennsylvania State University

FORMER 4-H MEMBER

1. How old are you? (Circle one.)

10 or younger.....1
11.....2
12.....3
13.....4
14.....5
15.....6
16.....7
17.....8
18 or older.....9

(7)

---

2. What is your sex? (Circle one.)

boy (male).....1
girl (female).....2

(8)

---

3. What is your race or ethnic background? (Circle one.)

white.....1
black.....2
Puerto Rican.....3
Mexican.....4
Indian.....5
Other.....6

(9)

---

4. What grade are you in? (Circle one.)

6th or lower.....1
7th.....2
8th.....3
9th.....4
10th.....5
11th.....6
12th.....7

(10)

---

5. Where do you live now? (Circle one.)

farm.....1
open country, but not on a farm.....2
small town (less than 2,000 people such as Shoemakerville, New Bloomfield or Newport.....3
town (2,000 to 5,000 such as Hamburg).....4
suburb of a city (Media, Chi-Chester).....5
big city (Chester, Philadelphia, Reading).....6

(11)

---

6. Are your parents: (Circle one.)

married.....1
divorced.....2
separated.....3
mother dead.....4
father dead.....5

(12)

---

7. Which of the following jobs best describes your father's work? (Circle one.)

professional (doctor, lawyer, teacher, etc.).....1
store owner or manager.....2
salesman.....3
clerical, bookkeeper.....4
truck driver, laborer, mechanic, plumber, electrician, policeman, fireman, carpenter, factory worker.....5
farmer.....6
watchman, maintenance man, fruit picker, farm hand.....7
does not work.....8

(13)

---

8. Which of the following jobs best describes your mother's work? (Circle one.)

housewife.....1
professional (doctor, nurse, lawyer, teacher).....2
store owner or manager.....3
saleswoman.....4
clerical, secretary, typist.....5
bus driver, factory worker, beautician, seamstress, cook.....6
farmer.....7
laundress, house keeper, waitress.....8

(14)

9. Does your mother work full time? (Circle one.)

yes.....1
no.....2

(15)

---

10. When you get to high school (or if you are now in high school) which program will you be in? (Circle one.)

academic.....1
general.....2
business.....3
vocational.....4
I don't know.....5

(16)

---

11. Do you plan on finishing high school? (Circle one.)

yes.....1
no.....2
I don't know.....3

(17)

---

12. Do you plan on going to college? (Circle one.)

yes.....1
no.....2
I don't know.....3

(18)

---

13. What kind of a job do you hope to get when you finish your education? (Circle one

professional (doctor, nurse, teacher, lawyer).....1
housewife.....2
store owner or manager.....3
salesman or saleswoman.....4
clerical, bookkeeper, secretary.....5
truck driver, laborer, factory worker, seamstress mechanic, policeman, fireman, carpenter, cook.....6
farmer.....7
house keeper, waitress, watchman, maintenance man, farm hand.....8
I don't know.....9

(19)

---

14. Where do you want to live when you finish school? (Circle one.)

farm.....1
open country, but not on a farm.....2
small town.....3
town.....4
suburb.....5
city.....6
I don't know.....7

(20)

---

15. If you do any part time work for pay, which of the following best describes your work schedule? (Circle one.)

I work regularly more than 15 hours per week.....1
I work regularly less than 15 hours per week.....2
I work regularly only on weekends.....3
I work only during the summer.....4
I work once in a while.....5
I do not work.....6

(21)

---

16. Which of the following in school activities do you participate in? (Circle yes or no for each.)

	yes	no	
music (band or choir, etc.).....	1	2	(22)
language club.....	1	2	(23)
ecology club.....	1	2	(24)
athletics.....	1	2	(25)
cheerleading.....	1	2	(26)
newspaper.....	1	2	(27)
student government.....	1	2	(28)
career clubs (future teachers, future farmers, etc.).....	1	2	(29)
other (circle & specify)_____	1	2	(30)

---

17. How often do you participate in the above activities overall? (Circle one.)

I attend almost all meetings.....1
I attend some meetings.....2
I hardly ever attend.....3

(31)

---

18. Which of the following out of school clubs or activities do you participate in? (Circle yes or no for each.)

	yes	no	
boy scouts or girl scouts	1	2	(32)
church youth group	1	2	(33)
F.F.A	1	2	(34)
Grange	1	2	(35)
4-H	1	2	(36)
sports	1	2	(37)
boys' club of America	1	2	(38)
YMCA or YWCA	1	2	(39)
other (circle & specify)_____	1	2	(40)

---

19. How often do you participate in the above activities overall? (Circle one.)

I attend almost all meetings.....1
I attend some meetings.....2
I hardly ever attend.....3

(41)

---

20. How do you spend your leisure time? (Circle code number for very often, occasionally or never, for each response.) VO = very often, OCC = occasionally, and NEV = never.

	VO	OCC	NEV	
reading	1	2	3	(42)
taking lessons (music, art, tennis, dancing, horseback riding, etc.)	1	2	3	(43)
dating	1	2	3	(44)
hanging around with same sex friends (boys with boys, etc.)	1	2	3	(45)
attending school events (dances, sports)	1	2	3	(46)
working on cars, motor cycles, etc...	1	2	3	(47)
homemaking, cooking, sewing	1	2	3	(48)
pursuing creative hobbies such as playing an instrument, building models, arts & crafts	1	2	3	(49)
giving or attending parties with own age friends	1	2	3	(50)
family activities - parties, camping, etc	1	2	3	(51)
watching TV alone	1	2	3	(52)
watching TV with friends	1	2	3	(53)
watching TV with family	1	2	3	(54)
other (circle & specify)_____	1	2	3	(55)

21. How long were you a member of 4-H? (Circle one.)

less than 6 months.....1
1 year.....2
2 years.....3
3-5 years.....4
more than 5 years.....5

(56)

---

22. How long ago did you drop out of 4-H? (Circle one.)

less than 6 months ago.....1
1 year ago.....2
2 years ago.....3
3-5 years ago.....4
more than 5 years ago.....5

(57)

---

23. How did you hear about 4-H? (Circle one.)

friends.....1
parents.....2
sisters or brothers.....3
other relatives.....4
television.....5
leaders came to school.....6
newspaper.....7
teacher.....8
other (circle & specify) _____9

(58)

---

24. Do you feel that while you were a member of 4-H you were able to: (Circle yes or no for each.)

	yes	no	
learn new skills.....	1	2	(59)
please my parents.....	1	2	(60)
meet new friends.....	1	2	(61)
meet people of the opposite sex.....	1	2	(62)
take trips.....	1	2	(63)
see something grow.....	1	2	(64)
learn responsibility.....	1	2	(65)
make something of myself.....	1	2	(66)
get help with personal problems.....	1	2	(67)

24. Continued

	yes	no	
get help in deciding on my future education, work and career.....	1	2	(68)
have fun.....	1	2	(69)
other (circle & specify)_____	1	2	(70)

25. Which of the following describes your parents' involvement in 4-H? (Circle yes or no for each.)

	yes	no	
My mother is or was a leader.....	1	2	(71)
My father is or was a leader.....	1	2	(72)
My mother or father was a 4-H member as a child.....	1	2	(73)
My parents encouraged me to join 4-H.....	1	2	(74)
My parents discouraged me from joining 4-H	1	2	(75)
My parents have not expressed anything about 4-H.....	1	2	(76)

C

26. Different people join 4-H for different reasons. Which of the following come closest to describing your reasons for joining 4-H? (Circle yes or no for each.)

		yes	no	
A.	My friends were joining or were already in 4-H.....	1	2	(7)
B.	I had nothing else to do.....	1	2	(8)
C.	I wanted to learn new skills.....	1	2	(9)
D.	My parents wanted me to join.....	1	2	(10)
E.	I had sisters or brothers in 4-H.....	1	2	(11)
F.	My mother or father was a leader.....	1	2	(12)
G.	I wanted to meet new friends.....	1	2	(13)
H.	I wanted to meet people of the opposite sex.....	1	2	(14)
I.	I wanted to have fun.....	1	2	(15)
J.	I wanted to take trips.....	1	2	(16)
K.	I wanted to go to see something grow.....	1	2	(17)
L.	I wanted to learn responsibility.....	1	2	(18)
M.	I wanted to get help deciding on my future education, work and career.....	1	2	(19)
N.	I wanted to make something of myself.....	1	2	(20)
O.	I wanted to get help with personal problems	1	2	(21)
P.	Other (circle & specify)_____	1	2	(22)

27. Of all your reasons for joining 4-H, which of the above would you consider to be the most important? (Write the letter to the left of the reason above.)

_____ (23)

---

28. What projects were you in? (Circle yes or no for each.)

		yes	no	
A.	home economics(clothing, nutrition, home management).....	1	2	(24)
B.	agriculture (beef, crops, dairy).....	1	2	(25)
C.	equipment (electric, handy man).....	1	2	(26)
D.	horticulture (garden, conservation).....	1	2	(27)
E.	other (circle & specify)_____	1	2	(28)

---

29. Which was your favorite project? (Write the letter to the left of your favorite project in the list from question 28.)

_____ (29)

---

30. Which of the following special events did you attend? (Circle yes or no for each.)

		yes	no	
A.	Capital Days.....	1	2	(30)
B.	Farm Show.....	1	2	(31)
C.	Leadership Congress.....	1	2	(32)
D.	State Days.....	1	2	(33)
E.	Dress State Revue.....	1	2	(34)
F.	State Livestock Shows.....	1	2	(35)
G.	Kanesatake.....	1	2	(36)
H.	other (circle & specify)_____	1	2	(37)

---

31. What was your favorite event? (Write the letter to the left of your favorite event as listed above.)

_____ (38)

---

32. Which of the following local and regional events have you attended? (Circle yes or no for each.)

		yes	no	
A.	Round Up	1	2	(39)
B.	Local Dress Revue	1	2	(40)
C.	Demonstration and/or Public Speaker	1	2	(41)
D.	4-H Camping	1	2	(42)
E.	County Council	1	2	(43)
F.	Livestock Shows	1	2	(44)

33. Which of the above events was your favorite? (Write the letter which appears to the left of your favorite event here.)

_____ (45)

34. Were you ever in a 4-H club with **both** girls and boys? (Circle one.)

yes.....1
no.....2 (46)

35. How do you feel about having girls and boys together in a 4-H club? (Circle one.)

I preferred having girls and boys in the club.....1
I preferred not to have girls and boys in the club.....2
It did not matter to me.....3 (47)

36. How often did your 4-H club meet? (Circle one.)

every week all year.....1
every week in the spring or summer.....2
twice a month all year.....3
twice a month in the spring and/or summer.....4
once a month all year.....5
once in a while.....6
other (circle & specify) _____7 (48)

37. How often did you attend club meetings? (Circle one.)

I almost always went when there was a meeting.....1
I usually went when there was a meeting.....2
I sometimes went when there was a meeting.....3
I only went when something special was going on...4
I hardly ever went to meetings.....5
I never went to meetings.....6

(49)

---

38. What did you like most about 4-H? (Circle one.)

the projects I worked on.....1
being with my friends.....2
meeting new people.....3
working for awards and ribbons.....4
learning new skills.....5
going on trips.....6
other (circle & specify) _____7

(50)

---

39. What did you like least about 4-H? (Circle one.)

working on projects.....1
being told what to do.....2
being with the club members.....3
working for ribbons.....4
the leaders.....5
going on trips.....6
having to keep a record of activities.....7
other (specify)_____8

(51)

---

40. My major reasons for leaving 4-H were: (Circle yes or no for each.)

	yes	no	
I got bored with 4-H.....	1	2	(52)
I felt I had out grown 4-H.....	1	2	(53)
I was too busy with other activities.....	1	2	(54)
I was too busy with a part time job.....	1	2	(55)
I was too busy with school work.....	1	2	(56)
My friends were dropping out.....	1	2	(57)
That there were no 4-H activities that I was really interest in.....	1	2	(58)

40. Continued

	yes	no	
That I decided I really didn't like the kids in 4-H.....	1	2	(59)
That I didn't like the club leader.....	1	2	(60)
That my family moved.....	1	2	(61)
That I found new friends outside of 4-H...	1	2	(62)
That I was only interested in one activity	1	2	(63)

41. For each of the following statements circle yes if you agree and no if you disagree

	yes	no	
The leaders were really friendly.....	1	2	(64)
The leaders didn't try to understand me...	1	2	(65)
The leaders were not able to understand me	1	2	(66)
Most of the club activities were interesting.....	1	2	(67)
The members were too serious.....	1	2	(68)
I did make new friends in 4-H.....	1	2	(69)
I did learn alot about responsibility in 4-H.....	1	2	(70)
There was too much emphasis on competition and winning in 4-H.....	1	2	(71)
There were too many younger members in my club.....	1	2	(72)
I did not have enough say in what the club was going to do.....	1	2	(73)
The activities were sometimes too babyish.	1	2	(74)
The activities in 4-H did teach me new skills.....	1	2	(75)
A 4-H leader helped me with personal problems.....	1	2	(76)
I wish 4-H would have had more activities.	1	2	(7)
I wish 4-H would have had more meetings...	1	2	(8)
The members were too snobby.....	1	2	(9)

42. If you could have changed one thing about 4-H which would have made you want to stay in, what would it be? (Write your answer below.)

_____

_____

_____ (10)

43. Circle yes or no for each of the following questions.

	yes	no	
My closest friend was in 4-H.....	1	2	(11)
Most of my best friends were in 4-H.....	1	2	(12)
My friends were pretty much divided between those in 4-H and those not in 4-H.....	1	2	(13)
Most of my friends were not in 4-H.....	1	2	(14)
Some of the people I was freinds with in 4-H I was <u>not</u> friends with in school.....	1	2	(15)
I do not have many friends.....	1	2	(16)
My friends have dropped out of 4-H.....	1	2	(17)

---

44. The following statements are about 4-H club leaders. After thinking about adult leaders you have known, circle agree or disagree for each statement.

	AGREE	DISGREE	
friendly.....	1	2	(18)
bossy.....	1	2	(19)
old fashioned, not really "with it"....	1	2	(20)
understanding of young people.....	1	2	(21)
concerned about young people.....	1	2	(22)
good in the activities they taught.....	1	2	(23)
not willing to let club members make decisions.....	1	2	(24)
mostly helpful to only those members who wanted to win awards.....	1	2	(25)
willing to talk to me if I had a problem.....	1	2	(26)
encouraged me to stay in 4-H.....	1	2	(27)
too strict.....	1	2	(28)
provided too little direction.....	1	2	(29)

---

45. Which of the following are the kinds of things most young people you know seem most concerned about? (Circle yes or no for each.)

	yes	no	
grades in school	1	2	(30)
boy-girl relationships	1	2	(31)
getting along with parents	1	2	(32)
drugs	1	2	(33)
sports	1	2	(34)
friends	1	2	(35)
cars and driving licenses	1	2	(36)
problems like ecology, pollution	1	2	(37)
race relations	1	2	(38)
future plans	1	2	(39)
who am I	1	2	(40)
money	1	2	(41)
what people think about them	1	2	(42)
role in decisions about themselves	1	2	(43)
being lonely	1	2	(44)
being bored	1	2	(45)
planning what to do with their time	1	2	(46)
making something of themselves-fulfilling potential	1	2	(47)
world affairs	1	2	(48)
not much	1	2	(49)
other (circle & specify)_____	1	2	(50)

46. Which of the following are your major concerns? (Circle yes or no for each.)

	yes	no	
grades in school	1	2	(51)
boy-girl relationships	1	2	(52)
getting along with parents	1	2	(53)
drugs	1	2	(54)
sports	1	2	(55)
friends	1	2	(56)
cars and driving licenses	1	2	(57)
problems like ecology, pollution	1	2	(58)

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46. continued

	yes	no	
race relations	1	2	(59)
future plans	1	2	(60)
who am I	1	2	(61)
money	1	2	(62)
what people think about them	1	2	(63)
role in decisions about themselves	1	2	(64)
being lonely	1	2	(65)
being bored	1	2	(66)
planning what to do with their time	1	2	(67)
making something of themselves-fulfilling potential	1	2	(68)
world affairs	1	2	(69)
not much	1	2	(70)
other (circle & specify)_____	1	2	(71)

C

47. When you have a personal problem with which you need help who are you most likely to talk it over with? (Circle yes or no for each.)

	yes	no	
friends	1	2	(7)
a best friend	1	2	(8)
mother	1	2	(9)
father	1	2	(10)
a teacher	1	2	(11)
brother or sister	1	2	(12)
clergyman	1	2	(13)
4-H leader	1	2	(14)
relative or other adult	1	2	(15)
other (circle & specify)_____	1	2	(16)

48. Do you feel that most of the time you got the help you needed with your problems? (Circle one.)

yes.....1
no.....2

(17)

49. Do you think if 4-H had done more to help you with your concerns you would have stayed in? (Circle one.)

yes.....1
no.....2
I don't know.....3

(18)

---

50. Different kinds of people join different kinds of clubs. For each of the following please indicate whether you agree, disagree, or feel there is no difference between young people who are in 4-H and young people who are not in 4-H. (Circle either agree, disagree or no difference for each response. Agree = AGR, disagree = DISA and no difference NO DIF.

4-H members are:	AGR	DISA	NO DIF	
more friendly.....	1	2	3	(19)
more honest.....	1	2	3	(20)
more immature.....	1	2	3	(21)
more religious.....	1	2	3	(22)
more "goodie-goodie".....	1	2	3	(23)
more serious.....	1	2	3	(24)
more respectful to adults.....	1	2	3	(25)
more likely to be teachers' pets.	1	2	3	(26)
more square.....	1	2	3	(27)

---

51. You can only be a 4-H member until you reach the age of: (Circle one.)

14 years.....1
15 years.....2
16 years.....3
17 years.....4
18 years.....5
19 years.....6
I don't know.....7

(28)

---

52. Please briefly describe below the kind of clubs, activities or programs that you would like to see started in your community.

(29)

Dear Student:

You are one of 900 young people in different towns and cities in Pennsylvania who has been chosen to participate in this study. Its purpose is to learn more about the activities and ideas of students in junior high and high school. You will find a number of questions which ask about 4-H Clubs because the U. S. Department of Agriculture and 4-H Program of America are sponsoring this study.

We think you will find the questions easy to answer. Try to answer quickly, without spending too much time on any one question. Remember that this is not a test. There are no right or wrong answers. We are simply interested in your opinions and attitudes.

On most questions, you should be able to answer by circling the number next to the answer you choose.

For example:

Do you plan to go to college? (Circle one.)

yes.....1
no.....(2)
I don't know.....3

If you come to a problem, raise your hand and the research worker will try to answer your question.

All questions are confidential and will not be seen by anyone except the research staff at Pennsylvania State University.

Thank you for your cooperation.

David Gottlieb
College of Human Development
Pennsylvania State University

Robert L. Lewis
Cooperative Extension Service
Pennsylvania State University

NEVER IN 4-H

1. How old are you? (Circle one.)

10 or younger.....1
11.....2
12.....3
13.....4
14.....5
15.....6
16.....7
17.....8
18 or older.....9

(7)

---

2. What is your sex? (Circle one.)

boy (male).....1
girl (female).....2

(8)

---

3. What is your race or ethnic background? (Circle one.)

white.....1
black.....2
Puerto Rican.....3
Mexican.....4
Indian.....5
Other.....6

(9)

---

4. What grade are you in? (Circle one.)

6th or lower.....1
7th.....2
8th.....3
9th.....4
10th.....5
11th.....6
12th.....7

(10)

---

5. Where do you live now? (Circle one.)

farm.....1
open country, but not on a farm.....2
small town (less than 2,000 people such as Shoemakerville, New Bloomfield or Newport.....3
town (2,000 to 5,000 such as Hamburg).....4
suburb of a city (Media, Chi-Chester).....5
big city (Chester, Philadelphia, Reading).....6

(11)

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6. Are your parents: (Circle one.)

married.....1
divorced.....2
separated.....3
mother dead.....4
father dead.....5

(12)

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7. Which of the following jobs best describes your father's work? (Circle one.)

professional (doctor, lawyer, teacher, etc.).....1
store owner or manager.....2
salesman.....3
clerical, bookkeeper.....4
truck driver, laborer, mechanic, plumber, electrician, policeman, fireman, carpenter, factory worker.....5
farmer.....6
watchman, maintenance man, fruit picker, farm hand.....7
does not work.....8

(13)

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8. Which of the following jobs best describes your mother's work? (Circle one.)

housewife.....1
professional (doctor, nurse, lawyer, teacher).....2
store owner or manager.....3
saleswoman.....4
clerical, secretary, typist.....5
bus driver, factory worker, beautician, seamstress, cook.....6
farmer.....7
laundress, house keeper, waitress.....8

(14)

9. Does your mother work full time? (Circle one.)

yes.....1
no.....2

(15)

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10. When you get to high school (or if you are now in high school) which program will you be in? (Circle one.)

academic.....1
general.....2
business.....3
vocational.....4
I don't know.....5

(16)

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11. Do you plan on finishing high school? (Circle one.)

yes.....1
no.....2
I don't know.....3

(17)

---

12. Do you plan on going to college? (Circle one.)

yes.....1
no.....2
I don't know.....3

(18)

---

13. What kind of a job do you hope to get when you finish your education? (Circle one.

professional (doctor, nurse, teacher, lawyer).....1
housewife.....2
store owner or manager.....3
salesman or saleswoman.....4
clerical, bookkeeper, secretary.....5
truck driver, laborer, factory worker, seamstress mechanic, policeman, fireman, carpenter, cook.....6
farmer.....7
house keeper, waitress, watchman, maintenance man, farm hand.....8
I don't know.....9

(19)

---

14. Where do you want to live when you finish school? (Circle one.)

farm.....1
open country, but not on a farm.....2
small town.....3
town.....4
suburb.....5
city.....6
I don't know.....7

(20)

---

15. If you do any part time work for pay, which of the following best describes your work schedule? (Circle one.)

I work regularly more than 15 hours per week.....1
I work regularly less than 15 hours per week.....2
I work regularly only on weekends.....3
I work only during the summer.....4
I work once in a while.....5
I do not work.....6

(21)

---

16. Which of the following in school activities do you participate in? (Circle yes or no for each.)

	yes	no	
music (band or choir, etc.)	1	2	(22)
language club	1	2	(23)
ecology club	1	2	(24)
athletics	1	2	(25)
cheerleading	1	2	(26)
newspaper	1	2	(27)
student government	1	2	(28)
career clubs (future teachers, future farmers, etc.)	1	2	(29)
other (circle & specify)_____	1	2	(30)

---

17. How often do you participate in the above activities overall? (Circle one.)

I attend almost all meetings.....1
I attend some meetings.....2
I hardly ever attend.....3

(31)

---

18. Which of the following out of school clubs or activities do you participate in? (Circle yes or no for each.)

	yes	no	
boy scouts or girl scouts	1	2	(32)
church youth group	1	2	(33)
F.F.A	1	2	(34)
Grange	1	2	(35)
4-H	1	2	(36)
sports	1	2	(37)
boys' club of America	1	2	(38)
YMCA or YWCA	1	2	(39)
other (circle & specify)_____	1	2	(40)

---

19. How often do you participate in the above activities overall? (Circle one.)

I attend almost all meetings.....1
I attend some meetings.....2
I hardly ever attend.....3

(41)

---

20. How do you spend your leisure time? (Circle code number for very often, occasionally or never, for each response.) VO = very often, OCC = occasionally, and NEV = never.

	VO	OCC	NEV	
reading	1	2	3	(42)
taking lessons (music, art, tennis, dancing, horseback riding, etc.)	1	2	3	(43)
dating	1	2	3	(44)
hanging around with same sex friends (boys with boys, etc.)	1	2	3	(45)
attending school events (dances, sports)	1	2	3	(46)
working on cars, motor cycles, etc...	1	2	3	(47)
homemaking, cooking, sewing	1	2	3	(48)
pursuing creative hobbies such as playing an instrument, building models, arts & crafts	1	2	3	(49)
giving or attending parties with own age friends	1	2	3	(50)
family activities - parties, camping, etc	1	2	3	(51)
watching TV alone	1	2	3	(52)
watching TV with friends	1	2	3	(53)
watching TV with family	1	2	3	(54)
other (circle & specify)_____	1	2	3	(55)

21. Have you ever heard of 4-H? (Circle one.) If no go to question 31.

yes.....1
no.....2
(56)

---

22. How did you hear about 4-H? (Circle one.)

friends.....1
parents.....2
sisters or brothers.....3
other relatives.....4
television.....5
leaders came to school.....6
newspaper.....7
teachers.....8
other (circle & specify)_____9
(57)

---

23. Circle yes or no for each of the following questions.

	yes	no	
My closest friend is in 4-H.....	1	2	(58)
Most of my best friends are in 4-H.....	1	2	(59)
My friends are pretty much divided between those in 4-H and those not in 4-H.....	1	2	(60)
Most of my friends are not in 4-H.....	1	2	(61)
Some of the people I am friends with in 4-H I am not friends with in school.....	1	2	(62)
I do not have many friends.....	1	2	(63)
My friends have dropped out of 4-H.....	1	2	(64)

---

24. Different kinds of people join different kinds of clubs. For each of the following please indicate whether you agree, disagree, or feel ther is no difference between young people who are in 4-H and young people who are not in 4-H. (Circle either agree, disagree or no difference for each response.) Agree - AGR, disagree - DISA and no difference = NO DIF.

	AGR	DISA	NO DIF	
4-H members are:				
more friendly.....	1	2	3	(65)
more honest.....	1	2	3	(66)
more immature.....	1	2	3	(67)
more religious.....	1	2	3	(68)
more "goodie-goodie".....	1	2	3	(69)

24. Continued

	AGR	DISA	NO DIF	
more serious.....	1	2	3	(70)
more respectful to adults.....	1	2	3	(71)
more likely to be teachers' pets	1	2	3	(72)
more square.....	1	2	3	(73)
more concerned about the future.	1	2	3	(74)
better students.....	1	2	3	(75)
more concerned about problems like ecology, pollution or poverty.....	1	2	3	(76) C

25. You can be a 4-H member until you reach the age of: (Circle one.)

14 years.....1
15 years.....2
16 years.....3
17 years.....4
18 years.....5
19 years.....6
I don't know.....7

(7)

26. My reasons for not joining 4-H were: (Circle yes or no for each.)

	yes	no	
I didn't know where to go to sign up.....	1	2	(8)
I wasn't sure what it was all about.....	1	2	(9)
No one ever asked me to join.....	1	2	(10)
None of my kind of people are in 4-H.....	1	2	(11)
It didn't sound like any fun.....	1	2	(12)
I have too many other things to do.....	1	2	(13)
I couldn't afford to buy an animal.....	1	2	(14)
I had met some adult leaders and didn't like them.....	1	2	(15)
I didn't like what I heard about the adult leaders.....	1	2	(16)
My parents didn't want me to join.....	1	2	(17)
I'm too shy to join a club.....	1	2	(18)
I don't know.....	1	2	(19)
other (circle & specify)_____	1	2	(20)

27. Which of the following statements do you agree or disagree are about 4-H? (Circle either agree or disagree.)

4-H is a club:	AGREE	DISAGREE	
only for boys	1	2	(21)
only for girls	1	2	(22)
only for younger kids	1	2	(23)
mostly for rich kids	1	2	(24)
mostly for farm kids	1	2	(25)
mostly for kids interested in animals	1	2	(26)
mostly for kids interested in cooking and sewing	1	2	(27)
for kids interested in politics	1	2	(28)
which has to do with church youth fellowship	1	2	(29)
for kids who have drug problems	1	2	(30)
for kids who want to become school teachers	1	2	(31)
for sports	1	2	(32)
for all kinds of kids	1	2	(33)
which has many activities to choose from	1	2	(34)

28. What one thing could 4-H do or have as an activity that would encourage you to join? (Write your answer below.)

_____

_____ (35)

29. Which of the following describes your parents' involvement in 4-H? (Circle yes or no for each.)

	yes	no	
My mother is or was a leader	1	2	(36)
My father is or was a leader	1	2	(37)
My mother or father was a 4-H member as a child	1	2	(38)
My parents encouraged me to join 4-H	1	2	(39)
My parents discouraged me from joining 4-H	1	2	(40)
My parents have not expressed anything about 4-H	1	2	(41)

30. Which of the following are the kinds of things most young people you know seem most concerned about? (Circle yes or no for each.)

	yes	no	
grades in school	1	2	(42)
boy-girl relationships	1	2	(43)
getting along with parents	1	2	(44)
drugs	1	2	(45)
sports	1	2	(46)
friends	1	2	(47)
cars and driving licenses	1	2	(48)
problems like ecology, pollution	1	2	(49)
race relations	1	2	(50)
future plans	1	2	(51)
who am I	1	2	(52)
money	1	2	(53)
what people think about them	1	2	(54)
role in decisions about themselves	1	2	(55)
being lonely	1	2	(56)
being bored	1	2	(57)
planning what to do with their time	1	2	(58)
making something of themselves-fulfilling potential	1	2	(59)
world affairs	1	2	(60)
not much	1	2	(61)
other (circle & specify)_____	1	2	(62)

31. Which of the following are your major concerns? (Circle yes or no for each.)

	yes	no	
grades in school	1	2	(63)
boy-girl relationships	1	2	(64)
getting along with parents	1	2	(65)
drugs	1	2	(66)
sports	1	2	(67)
friends	1	2	(68)
cars and driving licenses	1	2	(69)
problems like ecology, pollution	1	2	(70)
race relations	1	2	(71)

31. Continued

	yes	no	
future plans	1	2	(72)
who am I	1	2	(73)
money	1	2	(74)
what people think about them	1	2	(75)
role in decisions about themselves	1	2	(76)
being lonely	1	2	(7)
being bored	1	2	(8)
planning what to do with their time	1	2	(9)
making something of themselves--fulfilling potential	1	2	(10)
world affairs	1	2	(11)
not much	1	2	(12)
other (circle & specify)_____	1	2	(13)

C

32. When you have a personal problem with which you need help, who are you most likely to talk it over with? (Circle yes or no for each.)

	yes	no	
friends	1	2	(14)
a best friend	1	2	(15)
mother	1	2	(16)
father	1	2	(17)
a teacher	1	2	(18)
brother or sister	1	2	(19)
clergyman	1	2	(20)
4-H leader	1	2	(21)
relative or other adult	1	2	(22)
other (circle & specify)_____	1	2	(23)

33. Do you feel that most of the time you get the help you need with your problems. (Circle one.)

yes.....1
no.....2 (24)

34. Do you think you would like to join a club in which the major emphasis was on helping young people deal with their concerns. (Circle one.)

yes.....1

no.....2

I don't know.....3

(25)

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35. Please briefly describe below the kind of club, activity, or program that you would like to see started in your community.

(26)